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ABSTRACT

An addendum to the larger publication entitled "The Kangaroo Book," this document describes a unit approach to planning kindergarten curriculum and offers three sammple units. Exploration of the unit approach includes discussions of topic, concepts, large and small group experiences; descriptions of learning center activities; techniques for communicating with parents; and provision of a process for unit planning, a unit planning format, and a unit evaluation form. The first unit, "My School Is a Special Place," centers on the child's need to be acquainted with the school. The second unit, based on an outstanding children's book, "Where the Wild Things Are," provides a highly interesting central theme related to Halloween. "Signs," the third unit, provides a way of integrating skills in letter recognition and matching as well as safety and general awareness of words and symbols in the child's environment. Integrated into each of the sample units are the 18 kindergarten objectives established by the Basic Skills Assessment Program (BSAP). Research had previously indicated that many students needed additional developmental activities focused on five of the objectives. These five objectives are noted with asterisks to indicate their integration into the units. Also provided are lists of other resource unit topics, suggested books on which to build units, and the 18 BSAP kindergarten objectives, which are briefly explained. (RH)

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A Unit Approach to Planning Instruction Related to the Kindergarten Objectives

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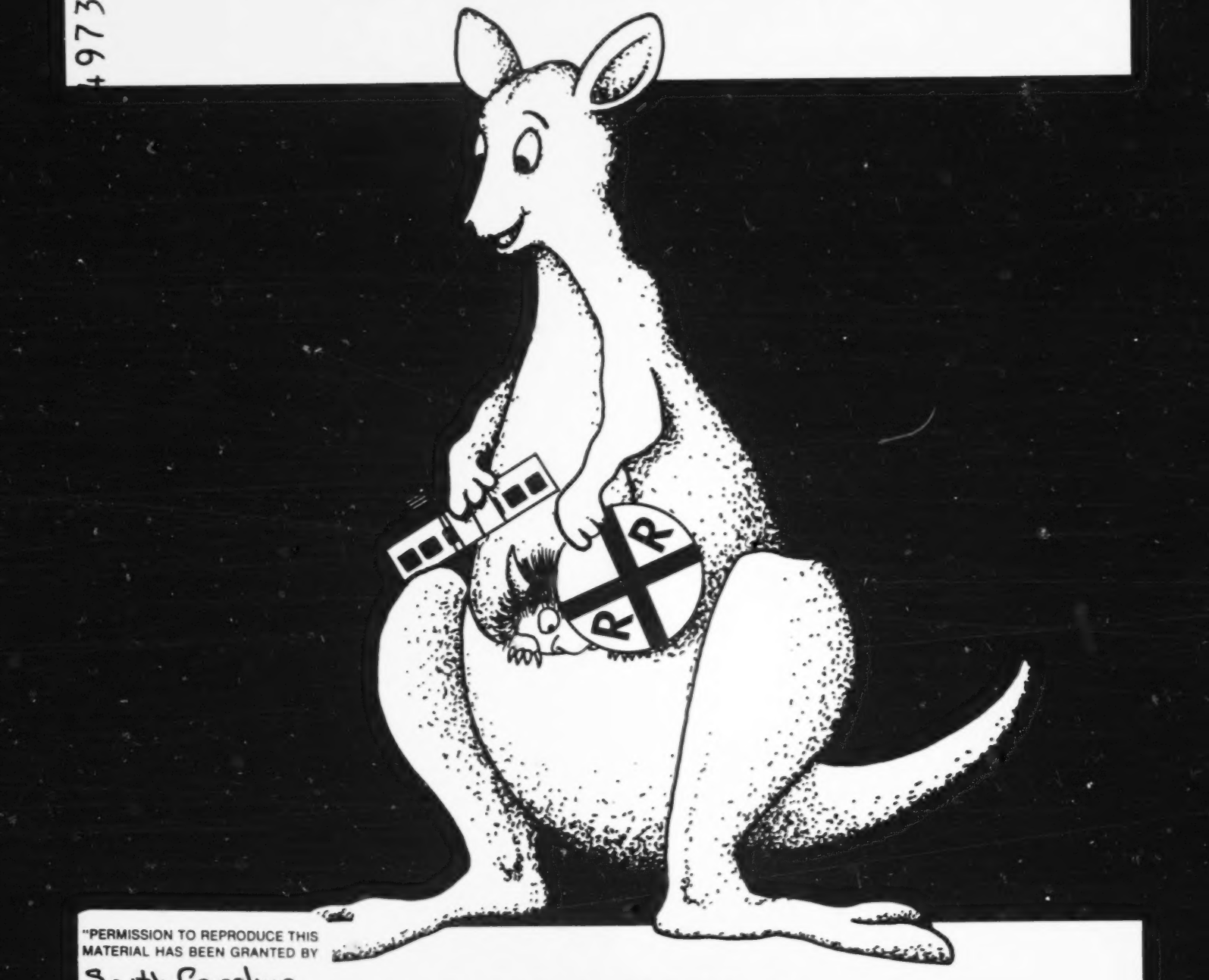

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POCKETS
A Unit Approach to Planning Instruction Related to the State Kindergarten Objectives

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INTRODUCTION

Pockets serves as an addendum to the larger publication entitled The Kangaroo Book. Within the three ring binder format of The Kangaroo Book, teachers can include this document which describes a unit approach to planning kindergarten curriculum and three sample units. Each unit is a collection or "pocketful" of ideas to be used to develop identified concepts and to practice needed skills.

The 18 kindergarten objectives established by the Basic Skills Assessment Program have been integrated into each of the sample units. Along with other ongoing kindergarten activities, teachers can utilize the unit activities to stimulate children's involvement to develop needed skills.

A study of the 1982, 1983, and 1984 results from the Cognitive Skills Assessment Battery (CSAB) indicated that five objectives had greater numbers of students needing additional developmental activities. These objectives are noted with asterisks (*) to indicate their integration into the compiled units. These objectives should continue to be addressed within the context of each child's developmental needs and the entire group of 18 objectives.

Observation of students' participation in planned classroom activities will provide teachers with opportunities to assess students' progress within the kindergarten objective areas. Planning for additional emphasis on those areas evidencing greatest needs will allow students to develop to their fullest potential in all areas. This growth within the framework established by the objectives will be evaluated by the administration of the Cognitive Skills Assessment Battery (CSAB) at the beginning of first grade. Along with other checklists and information about students' continuous progress, the first grade teacher can utilize CSAB data to plan appropriate curriculum.

Special thanks goes to the committee of teachers who worked to prepare this document. Their sincere interest and willingness to provide ideas that would be helpful to other kindergarten teachers made the days of hard work an exciting experience in professional growth.

Leaphart Elementary School in Lexington District #5 served as the host site for the writing committee's efforts. Principal George Pawlas and the Leaphart staff receive our grateful appreciation for their hospitality and cooperation.

Appreciation is expressed to LaVonda Toatley for preparing this document for publication.

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CREATING CURRICULUM - A UNIT APPROACH

Curriculum materials for South Carolina's kindergarten programs have been based on a strong philosophy that emphasizes the whole child. Each child's unique growth in the areas of physical, mental, social, and emotional development must continue to be considered as teachers create appropriate curriculum.

The unit approach is one way of planning kindergarten curriculum. It provides for individualized, high interest programming that integrates opportunities for skill development in the 18 kindergarten objective areas. The unit approach also provides a mechanism for integrating all curriculum areas (math, science, music, art, reading, etc.) in order to help children in developing meaningful relationships among subject areas and formulating generalizations on which to build later learning.

The numerous activities outlined within a unit are not intended to be followed as a rigid day to day guide. The unit serves as a resource for teachers to use in a flexible manner within the time frame of the kindergarten day (half-day or full-day) and with materials which are readily available. Flexibility is critical in order to allow time for meaningful dialogue with children and to allow each child's own repertoire of needs and talents to emerge. Teachers may use all or selected parts of prepared units and are encouraged to make additions and changes.

As young children usually require repetition of important skills and concepts, the unit provides a mechanism for offering numerous practice opportunities with the framework of each novel topic. For example, skipping for the sake of skipping may become hum-drum, while skipping to the end of a rainbow in a unit on weather rekindles the child's motivation to skip.

Activities specifically designed to enhance the unit topic should not be used in isolation. Ongoing activities and materials used in a normal kindergarten day should be meshed with the unit activities. For example, pegboards, puzzles, table blocks, and Tinkertoys would remain in a manipulative area with the other teacher-made games or commercial materials suggested in the unit plan.

The experience of developing additional units of study, either individually or with groups of teachers, provides teachers with an exciting opportunity to grow professionally. The challenge of developing units within the framework of children's needs and given program objectives truly offers teachers a chance to **create curriculum.**

Types of Units

The three units presented as examples have been formulated from different vantage points to show the potential of unit planning and the variety of approaches that might be taken during this process. Others are encouraged and a lengthy list of unit topics is included.

The unit entitled "My School Is a Special Place" is an example of a familiar kindergarten topic. Centering around the child's need to be acquainted with the school, the unit reflects a common need of kindergarten students and was developed in order to coordinate activities near the beginning of the school year which help children make the transition into what they refer to as "real school".

The second unit is based on an outstanding children's book. Maurice Sendak's Where the Wild Things Are provides a central theme related to Halloween which guarantees a high degree of children's interest. Many of the outlined activities provide opportunities for practice of needed skills within a framework of one of children's favorite themes--"monsters". When using this approach, teachers should use high quality children's books with timeless themes as opposed to trendy topics. Each book's appropriateness for being read aloud and reread repeatedly should be heavily weighed.

The third unit on "Signs" provides a meaningful mechanism for integrating skills in letter recognition and matching as well as safety and general awareness of words and symbols in the child's environment. The heavier use of words and more academic skills indicates that this unit would be more appropriately used after the midpoint of the school year with many groups of kindergarten students.

UNIT COMPONENTS

The format of the sample units has been developed as a suggested outline. An expanded format could be useful after teachers have researched and included other available resources such as children's books, poems, songs, and commercial materials related to the unit topic. An ongoing process of adding new ideas to a resource unit is encouraged.

Topic

In order to select appropriate unit topics, teachers must know their students. As children are often exposed to a variety of experiences before they reach kindergarten, these experiences should be considered. Children's earlier participation in preschool programs does not indicate that needed skills have been fully developed. Experiences are needed to practice skills in order to insure their retention.

Topics for units may be selected by teachers or evolve from current interests of the students. For example, when children elect to act out a wedding theme in the dramatic play center on repeated occasions, the teacher may build on that interest and integrate many new experiences. These could include a visit from a wedding cake baker, a demonstration by a florist, the children's participation with a seamstress to make a child size wedding gown for the dress-up corner, and a visit from a minister. Each of these experiences would be structured to reinforce the 18 kindergarten objectives.

The list of suggested unit topics included does not preclude others that may be developed. Only a limited number of units may be covered within the school year. Therefore, long-range planning should consider the skills and concepts that are needed and those that are the most relevant to kindergarten children.

Concepts

Concepts listed under each unit topic should be major generalizations that the children will form at the culmination of the unit activities. Selection of appropriate concepts should be based on the 18 kindergarten objectives as well as knowledge of the foundation needed for later learning in all subject areas. For example, a concept listed in the unit on signs is for children to see that signs are made up of letters, words, symbols, and shapes. This concept helps children relate a real life use for letters and words to the skills presented in early reading programs.

Group Experiences - Small/Large

Group experiences are a valuable part of the well-planned kindergarten day. Both large group and small group activities which meet various program objectives should be incorporated. These organized gatherings of the entire class or small groups of five to ten children allow teachers opportunities to conduct well-planned curriculum experiences.

Small group time may occur spontaneously during the learning center time or may be a specifically designated part of the daily routine. Small groups allow for greater participation by the children and often provide opportunities for extensive verbal interchange with the teacher. Many small group activities require that each child has a set of materials or manipulatives with which to work. Others may require sharing materials and cooperative play.

Selection of small group members may be based on a specific skill need which is common to the group. Other small groups may be selected at random. Group membership should be flexible and established groups should not be maintained for long periods of time. Teachers, teacher aides, and volunteers may conduct small group activities if appropriate pre-planning has occured.

Large group times or "gathering times" for the entire class are appropriate to introduce new topics, plan the day's activities, share ideas, listen to stories, sing songs, listen to poetry, practice fingerplays, demonstrate new materials, and review the day's activities. Large group times are often used to set the stage for the day's activities as well as to bring the group together to summarize or bring closure to the day.

Both small and large group activities should be relatively short, approximately 15 to 20 minutes in length. Provisions should be made for active participation by the students. Large group experiences should not always require extended listening or "soaking-in" the information presented.

Group activities at the beginning of the day provide excellent opportunities for teachers to generate excitement and interest in the planned classroom activities. Group experiences at the end of the kindergarten day offer children a chance to recall their work in the learning centers.

Learning Center Activities

Learning center activities constitute the core of the kindergarten curriculum. "Center time" or "work time" provides opportunities for children to manipulate materials and experience situations from which they can draw to make sense of the multitude of skills and concepts developed in later grades. The opportunities for problem solving are numerous as children interact with materials, teachers, and their peers within a learning center environment.

Within the framework of learning centers, individual children's developmental needs may be met through a variety of experiences and materials. Each child's rate of learning should also be respected as he or she moves through the planned center activities at his or her own pace. The opportunities for child-initiated activities aids in developing decision-making skills.

Teacher observation and interaction with the children in order to monitor children's skill development in the learning centers are pivotal to the success of the kindergarten program. Teachers (collectively meaning teachers, aides, and volunteers) should move in and out of the centers to offer assistance, clarify directions, provide language input, monitor progress, interact socially, and provide individual instruction as needed. Suggested questions are included in the sample units to help teachers examine and extend children's thinking. In order to insure time for quality interaction in the centers, care should be taken to plan a balance between activities needing direct supervision and those that can be completed independently. For example, art and cooking activities needing a high degree of supervision should not be planned for the same day.

The learning center activities outlined in the sample resource units are to be used to supplement the basic materials normally located in a well-planned early childhood classroom. The appendix in The Kangaroo Book provides an extensive list of materials for each learning center.

Related Experiences

The related experiences described are equally important to the development of the unit concepts. They add variety and enrich the unit of study and may be conducted in group times or integrated into learning center activities.

The types of experiences described under this heading may include music, cooking, resource persons, field trips, poems, songs, audiovisuals, and creative movement. Children's books related to the unit topic and concepts are included because quality children's books should be read on a daily basis. Opportunities should be provided to have books read again and again to individuals and groups of children.

Transition activities should be planned and may be related to the unit topic. These transitions should provide effective mechanisms for moving children from one activity into another.

Communicating with Parents

Parents must be constantly kept informed of educational experiences being planned for their children and how these experiences are related to the kindergarten objectives. Communication can include parent meetings, conferences, newsletters, and workshops. The unit approach provides another opportunity for communicating overall themes and objectives to parents.

Parents are encouraged:

- to help collect materials
- to serve as resource people
- to support and reinforce concepts and skills at home
- to get involved in centers at school
- to help make games and develop materials for classroom activities.

Parents must be given enough information to relate what happens in kindergarten to what they remember about school - reading, writing and arithmetic. Teachers are responsible for helping parents make this linkage.

A PROCESS FOR UNIT PLANNING

A prerequisite to unit planning is the examination of the 18 state kindergarten objectives as well as individual school district goals. Within that context, unit topics and concepts can be developed to address those goals as well as build a foundation for later learning in the primary grades. Most importantly, teachers must consider the developmental levels and background experiences of their kindergarten students.

Brainstorming unit activity ideas with fellow teachers is the next step in the planning process. This list of ideas can then be filtered down to a select group of activities to be fully developed and correlated to the 18 kindergarten objectives. Matching these activities to students' needs is critical.

Numerous professional books and magazines are available for use in developing activities and materials. Teachers are encouraged to consult their school media specialists for professional resources as well as related children's books, poems, etc.

A unit outline is included to provide a framework for unit development. A unit evaluation questionnaire is also provided for use in assessing the quality of the completed units.

UNIT PLANNING FORMAT

TOPIC:

CONCEPTS: (including vocabulary)

GROUP EXPERIENCES - SMALL/LARGE:

LEARNING CENTER ACTIVITIES:

Art

Blocks/Construction

Dramatic Play

Language Arts

Manipulative

Mathematics

Outdoor

Science

RELATED EXPERIENCES:

Music

Cooking

Field Trips

Audiovisuals

Resource People

Finger Plays/Songs/Poems

Additional Books

Creative Movement

Other

UNIT EVALUATION

Does the Unit:

___ meet the developmental needs of your students?

___ draw upon your students' interest and take into consideration their background experiences?

___ provide for flexibility in planning?

___ provide activities relevant to the unit topic?

___ provide activities planned for various levels of difficulty?

___ provide activities planned to develop each of the 18 kindergarten objectives?

___ provide an emphasis on concrete, hands-on experiences?

___ provide a balance between child-initiated and teacher-directed activities?

___ specify questions to involve students in higher level thinking?

___ integrate all curriculum areas?

___ drama
___ language arts
  ___ reading
  ___ writing
  ___ listening
  ___ speaking
___ music
___ mathematics
___ social studies
___ science/health
___ art
___ physical education

___ provide for individual activities, large group, and small group experiences?

___ provide a variety of experiences and utilize available resources?

___ provide adequate experiences to support the concepts and vocabulary planned?

___ provide opportunities for teacher observation and assessment of the children's progress?

___ provide opportunities for home involvement and communication about the learning process?

RESOURCE UNIT

TOPIC: **"My School's a Special Place"**

CONCEPTS:

School is a special place in my community where children go to have fun learning.

Children who come to my school are alike and different in many ways and can all be friends.

Many people work at my school to make it a special place.

My friends and I get to school in different ways--walking or riding in cars or buses.

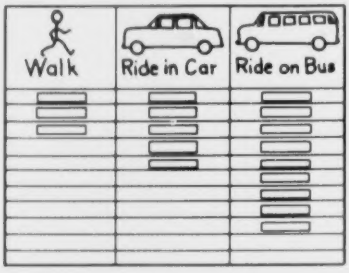
I have a responsibility to make my school a special place.

Vocabularly - school, janitor, nurse, principal, secretary, teacher, librarian/media specialist, cafeteria worker, bus driver, office, cafeteria, library, responsibility.

GROUP EXPERIENCES - SMALL/LARGE:

Activity 1: **"This Is the Way We Come to School Graph"**

Procedure: Divide a large sheet of butcher paper into three columns of squares with headings and pictures to depict walking, riding in a car, and riding on the bus. Give each child a square piece of paper with his name on it to mark his place on the graph.



Questions: How many more car riders are there than bus riders?

Which group has most? least?

Are any groups the same?

Objectives: 7*, 8, 11, 12*, 18

Activity 2: **"School Tour and Interviews"**

Procedure: Take children on a tour around the school building to meet school workers and see where they work. Interview the school workers, using questions the children planned and discussed before leaving the classroom. Record interviews and bring tape back to classroom for use in the language arts center. Take Polaroid pictures of school personnel and their work spaces for use to stimulate language experience stories. Make a book with pictures and stories.

Questions: 1. What would our school be like without these people?

Objectives: 3*, 5, 7*, 8

Activity 3: **"Name Recall"**

Procedure: In small groups of five or six children, play games to allow children to practice recalling other children's names. A game such as "Who Stole the Cookies from the Cookie Jar?" may be used. Remembering the names in a sequential order may be encouraged.

Objectives: 5, 12*

Activity 4: **"Community Map"**

Procedure: Prepare a large community map showing the school as well as other familiar landmarks. Discuss the location of the school in the community.

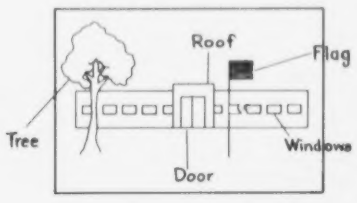
Questions: What places are close to our school?

What would it be like if we had no schools?

Objectives: 2, 7*, 8, 16, 17, 18

Activity 5: **"Picture Labeling"**

Procedure: Allow children to brainstorm and name parts of a school using a large drawing or magazine picture of a school. Write the labels as children describe the parts.



Objectives: 7*

Activity 6: **"Children = Alike and Different"**

Procedure: Allow children to group themselves into categories determined by the teacher. Examples:

Boys/Girls
Children With Tennis Shoes/Without Tennis Shoes
Children In Kindergarten/Not In Kindergarten
Children With Shorts/Dresses/Pants
Children With Blonde Hair/Brown Hair/Red Hair

Questions: Which group has more? less?

How many more?

Objectives: 4*, 10, 11

Activity 7: **"Helper's Chart"**

Procedure: Introduce the helpers and discuss each job in the classroom. Discuss the word "responsibility." Emphasize that the children will have a responsibility for helping in their classroom and in the school during the year.

Objectives: 16, 17, 18

Activity 8: **Story - The Berenstain Bears Go to School**

Procedure: Read the story of The Berenstain Bears Go to School by Stan and Jan Berenstain. Provide opportunities to read the story again many times.

Questions: How did Sister Bear feel when she went to school?

Did you feel that way?

How was her class like our class? How was it different?

How did the story end?

Objectives: 7*, 8, 9, 14*, 17

Activity 9: **"B- B- B- Bus"**

Procedure: Write "Bus" at the top of large chart paper. Write words that begin with the same beginning sound as "bus" as children brainstorm and suggest them for addition to the list.

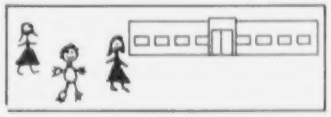
Objectives: 6, 18

LEARNING CENTER ACTIVITIES:

Art

Activity 1: **"Coming to School"**

Procedure: Provide mural paper with the picture of a school on one side. Have children draw pictures of themselves coming to school. Children's names may be written under their pictures.



Questions: How did you feel coming to school?

Do all the children look the same in the picture?

Objectives: 2, 16, 17, 18

Activity 2: **"Curtains or Wall Hanging"**

Procedure: Using different colors of fingerpaint, children place their handprint on white or solid colored curtains or wall hanging fabric. Write the children's names by their handprints.

Questions: What color did you use to make your handprint?

How can we use our hands all year to help keep our school a special place?

Objectives: 2, 16, 17

Activity 3: **"Tissue Paper Twist"**

Procedure: Draw a large rectangular-shaped school building on poster board with black marker. Cut two-inch red and black tissue paper squares. Children twist paper squares around eraser end of pencil and dip lightly in glue which is spread thinly in bottom of pie plate. Children then place black squares on the outline of the building and fill in school shape with red twists.

Objectives: 2, 17, 18

Block/Construction

Activity 1: **"Build School or Home"**

Procedure: Include accessories such as a flag, flagpole, and wooden people to encourage building in the block center. Write school name on tagboard to label school.

Questions: Tell me about your building.

How is your school building like our real school?

Objectives: 2, 17, 18

Activity 2: **"Bus Construction"**

Procedure: Provide a large cardboard box in the block center to encourage children to construct a school bus. Allow children to solve problem and request other needed materials.

Questions: What did you use to make the bus? Why?

What are the rules for riding on the bus?

What did you see on your way to school?

Objectives: 1, 2, 3*, 18

Activity 3: **"Woodworking"**

Procedure: Allow children to construct buildings and buses from wood scraps and accessories such as bottle caps. Set up this activity in a special woodworking center.

Questions: 2, 15, 16, 17

Dramatic Play

Activity 1: **"Play School"**

Procedure: Encourage children to act out leaving home to go to school. Add appropriate props to allow children to act out roles in cafeteria, school office, classroom, library and health room, after visiting these special places. This is a follow-up activity to Group Experience #2.

Questions: What do you remember seeing when you visited the library?

What job would you like to do in school?

What is the principal's name?

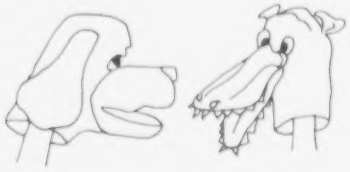
What did the principal tell you he/she did?

Objectives: 3*, 5, 7*, 8, 17, 18

Activity 2: **"Puppet Discussion"**

Procedure: Supply children with commercial puppets to act out conversations in which they tell how they felt coming to school for the first time.

Questions: Address questions to puppets if children are hesitant to converse through their puppets.

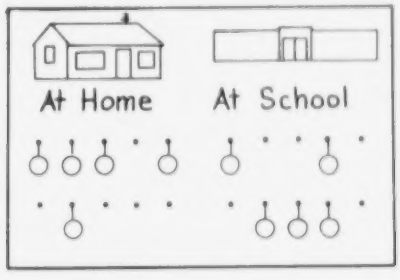


Objectives: 7*, 8, 16, 17, 18

Language Arts

Activity 1: **"At Home/At School Board"**

Procedure: Set up a bulletin board divided into two parts, with one part labeled "at home" and one labeled "at school."



Hang each child's name tag (key tag or cardboard circle) on the hooks in the "at home" section. As children arrive they locate their names (with help if needed) and move them to the "at school" hooks.

Questions: How many children are "at school" today? (Count together at first.)

How many children are "at home" or absent? (Count together at first.)

Objectives: 3*, 8, 12*, 17

Activity 2: **"School Lotto Game"**

Procedure: Make a lotto game with photographs of special school places and school workers taken during the school tour. Children match people and places. Code backs of photographs with matching symbols (i.e. red triangles) to allow children to check their work.

Objectives: 3*, 10

Activity 3: **"School Bingo"**

Procedure: Make a bingo game using patterns of familiar school objects. Label pictures to help children associate words with objects. Play game using regular bingo procedure and showing pictures for students to match.

Objectives: 4*, 17, 18

Activity 4: **"I Like School Book"**

Procedure: Using a 9" x 12" sheet of paper, cut off two top corners to form roof shape to give paper a school-like form. Write "I like school because" on each sheet and ask children individually to dictate a story based on this "story starter." (Children may choose to illustrate in art center at later time.) Bind story sheets to form a class book to be read at group time and shared in the class and school library. Copies of this book may be made to send home to parents.

Objectives: 7*, 8, 9, 16, 17, 18

Activity 5: **"Books"**

Procedure: Select appropriate books about school and friendship to place on library shelf for children to enjoy individually or have read by teachers or volunteers.

Objectives: 8, 9

Manipulatives

Activity 1: **"Pegboard or Geoboard Buildings"**

Procedure: Use patterns to make school building and house on tagboard as models for children to see. Encourage children to use pegs or rubber bands to form outlines of school and house on their boards.

Questions: How many pegs are inside your school?

Objectives: 2, 4*

Activity 2: **"Toothpick Shapes"**

Procedure: Use patterns of bus, school, house, boy, girl to make shapes on tagboard. Use an ice pick to punch small holes around each shape. Place shape on styrofoam meat tray from supermarket. Child places colored toothpicks in holes to outline figure.

Objectives: 2

Activity 3: **"Puzzle"**

Procedure: Place puzzles related to school topic such as bus, teacher, nurse, and school in manipulative center.

Objectives: 2, 4*

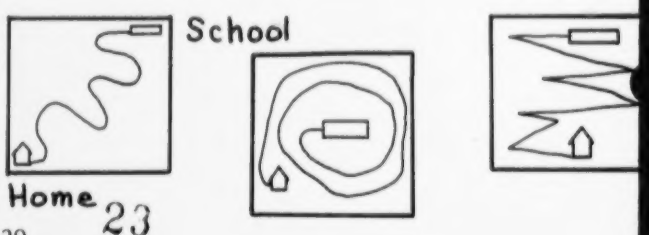
Activity 4: **"Lacing Pictures"**

Procedure: Use patterns to make school, bus, home, girl and boy shapes on poster board. Punch holes around outline. Encourage children to lace around shapes.

Objectives: 2, 7*

Activity 5: **"Walking to School"**

Procedure: Make several 10" x 14" tagboard squares. Use patterns to make a house and a school on each square. Draw various paths from home to school. Children trace the path to and from school with their fingers. Encourage them to describe the paths, using such words as curve, straight, long, hilly, and tell whether they are moving to or from school.

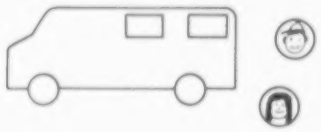


Objectives: 2, 7*

Math

Activity 1: **"School Bus Matching"**

Procedure: Make several school buses from patterns. Vary the number of windows on each school bus. Make small children faces on tagboard and cut out. Child matches the faces to the number of windows on bus.



Objectives: 11, 12*

Questions: How many windows do you see?

How many children do we need?

Are there more children or windows?

Are there the same number?

Activity 2: **"Traveling to School"**

Procedure: Make a road on poster board of 3" squares.
Make a cardboard schoolhouse and use a unit block to make the school stand up. Make a spinner with different numbers of squares in each section (1-5).

Each player uses a small toy car to play. Two children play. Each takes turns spinning spinner. The child counts squares and moves his car that number of places on road. Children see who can reach the school first.

Questions: How many more squares before you get to school?

Whose car is nearest? farthest?

Objectives: 1, 12*

Activity 3: **"School Bus Counting"**

Procedure: Make 5 school buses from pattern. Write a number on each bus from 1 to 5. Place Velcro strips on the side of bus. Make 15 faces on small tagboard circles and glue Velcro dots on back of each. Children read the number on the school bus and place the correct number of faces on each bus. Place corresponding number of dots on back of each bus for self-checking.

Objectives: 2, 12*

Activity 4: **"Here's the School and Here's the Children"**

Procedure: Draw a school shape on poster board. Place 8 Unifix cubes close together on school to represent 8 children and have child count them. Then spread cubes apart on board and ask how many now are in school. The student who responds that the number of objects is the same understands conservation of number. Continue activity by using different numbers of cubes.

Objectives: 13

Science

Activity 1: **"Sound Walk"**

Procedure: Walk around the school and tape the sounds you hear while on your walk. When you return to the classroom, listen to the tape and identify sounds. Place tape in science center for independent listening. If possible, have pictures available which match sounds.

Questions: Which sounds did you hear?

Which sounds were loud? soft?

Objectives: 5, 10

Activity 2: **"Take a Nature Walk"**

Procedure: Take a nature walk around the school and collect objects. Put these in the science center for children to sort and identify.

Questions: Describe the objects you have found.

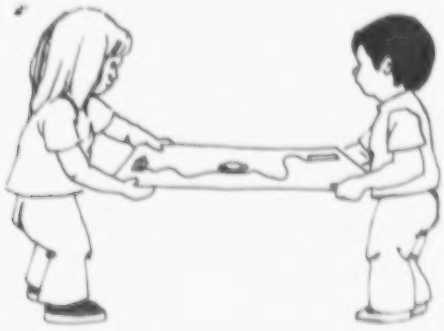
Did you find things that are the same or different?

Which object is the biggest? Smallest? Heaviest?

Objectives: 7*, 10, 11

Activity 3: **"Magnet Board"**

Procedure: On a half piece of poster board, draw a home and school with a road between them. Children move a small metal car from home to school by moving magnet under the board. One child may need to hold board while another moves the magnet.



Questions: What makes the car move?

What would happen if the car were made of paper?

Objectives: 2, 7*, 8, 17, 18

Activity 4: **"Sequence the Day"**

Procedure: Make sequence cards on which class routines are depicted. These illustrations may be photographs, drawings or pictures cut from magazines. Talk about what you do first, next, etc. Have child place cards in sequence.

Questions: What do we do before we go outside?

What would happen if we had clean-up time before work time?

Objectives: 12*, 15, 17

Outdoor

Activity 1: **"Going to School"**

Procedure: Encourage children to tell of ways that they wish they could come to school. Examples: plane, boat, train, hot air balloon, etc. Motivate children to dramatize the ways they would want to come to school. Allow children to guess what the action demonstrates.

Questions: Could you really come to school in a balloon, etc.?

Objectives: 1, 7*

Activity 2: **"My Feet"**

Procedure: Discuss with children other ways that feet could be used to come to school beside walking. Examples: hopping, skipping, galloping, jumping, running, sliding. Allow children to do the various actions.

Questions: What words can you use to describe what your feet are doing?

How would you feel if you hopped or ran all the way to school?

Objectives: 1, 7*, 8

RELATED EXPERIENCES

Music

Activity 1: **"Wheels on the Bus"**

Procedure: Sing "Wheels on the Bus." Act out verses as you sing. Make up other verses.

Objectives: 5, 7*

Activity 2: **"This Is the Way We Go to School"**

Procedure: To the tune of "Mulberry Bush," sing "This Is the Way We Go to School." Create words to fit each child's own situation, such as "In My Daddy's Car" or "Past the Fire Station."

Objectives: 5, 7*

Activity 3: **"A Pet At School?"**

Procedure: Sing "Mary Had A Little Lamb" and discuss what would happen if one of their pets came to school.

Objectives: 5, 7*, 17

Cooking

Activity 1: **"Gingerbread Man Hunt"**

Procedure: Read the story, The Gingerbread Man, to children. Make large gingerbread man and put him in the oven. When children return to take gingerbread man out of the oven, he has disappeared. (Teacher or helper has hidden him in a designated place in the school.) Children ask cafeteria workers, nurse, librarian, principal, office workers, etc., if they have seen the gingerbread man. These people have been warned and told what to answer. For example, "He came by here saying run, run as fast as you can, you can't catch me, I'm the Gingerbread Man." When children find gingerbread man after touring school, they eat and enjoy him. A group language experience should be written after this experience.

Objectives: 5, 7*, 8, 12*, 17, 18

Books

Gus Goes to School by Jane Thayer
Morris the Moose Goes to School by B. Wiseman
The Boy Who Would Not Go to School: Robert Francis Weatherbee
by Munro Leaf

Transitions

Activity 1: **"Clean-Up Time"**

Procedure: Walk around room as center time comes to an end and sing softly to individual or small groups of children.

Sing: "It's clean-up time
"It's clean-up time
"Quietly put your things away."
(to tune of "Oh Christmas Tree")

As children complete clean-up, they go to circle time where another teacher begins related fingerplays and songs.

Objectives: 5, 17, 18

Parent Letter

Dear Parents,

Our kindergarten class is enjoying a unit of study about our school to help learn that our school is a special place. When you visit our room, you'll want to see the attractive handprint curtains we've made and see our "Helper's Chart" that show how we will each be responsible for making our school a better place.

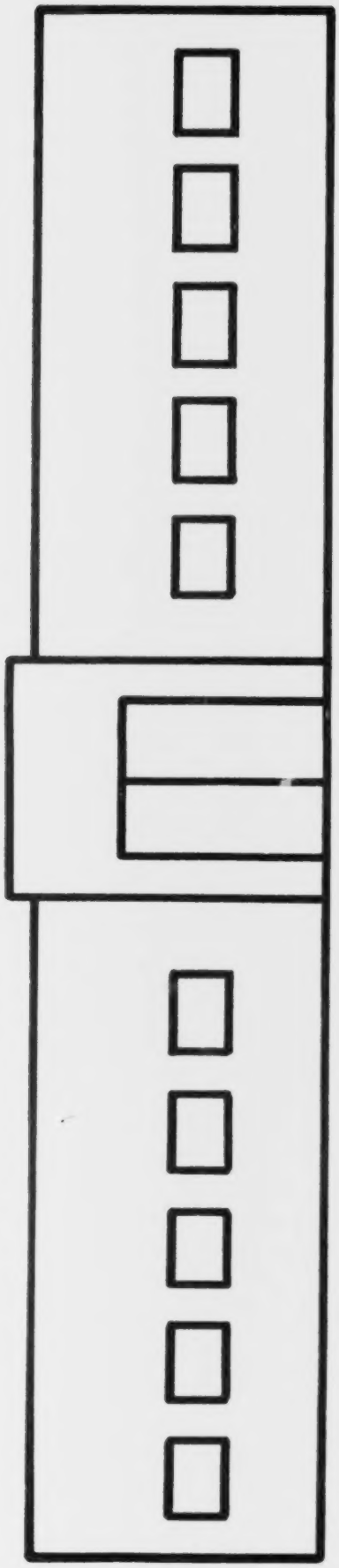
We will be visiting many special places in our school and finding out about the people who work here. Tomorrow we will visit with the principal, _____(name)_____, and on the following days we will interview the secretary, nurse, librarian, and cafeteria manager. Ask your child to tell you about these experiences.

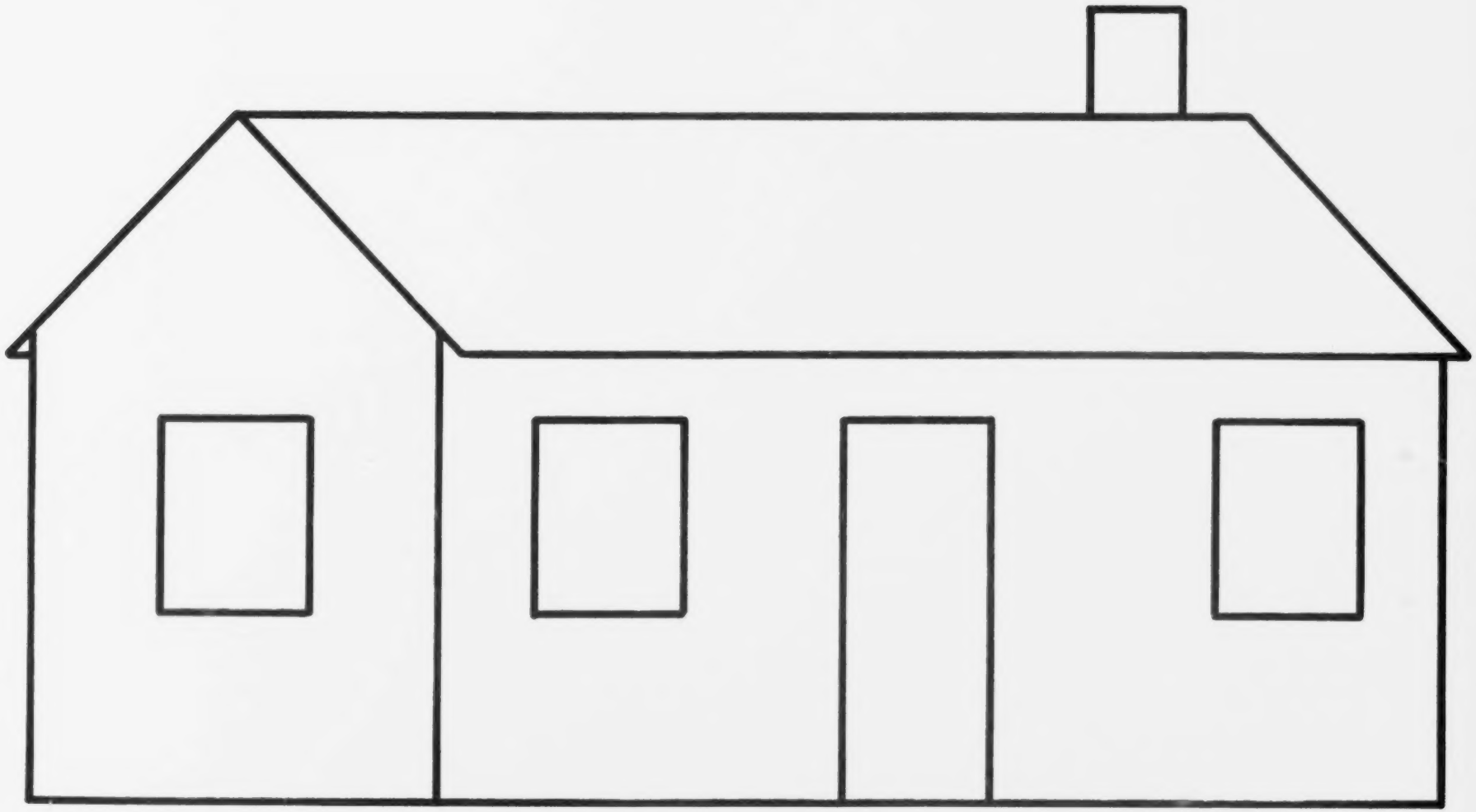
Since we know children have mixed feelings about coming to school, we will make a class booklet to which each child will contribute a story about "I like school because . . ." Copies of the entire booklet will be made for your child to bring home. Please read this book with your child. This type of reading is a foundation to formal reading.

Remember, you're welcome to come visit in our kindergarten.

Thank you,

_____
Kindergarten Teacher





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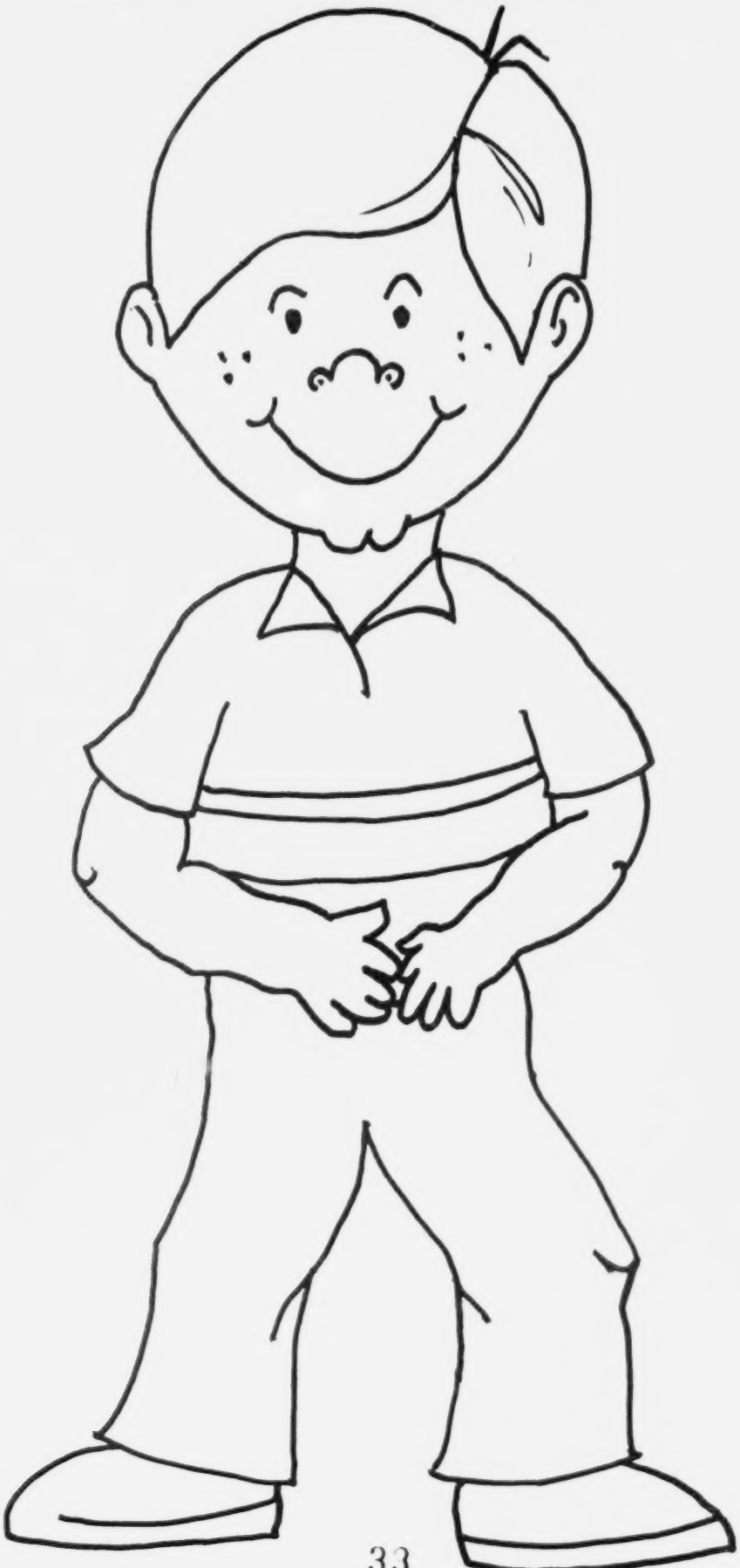

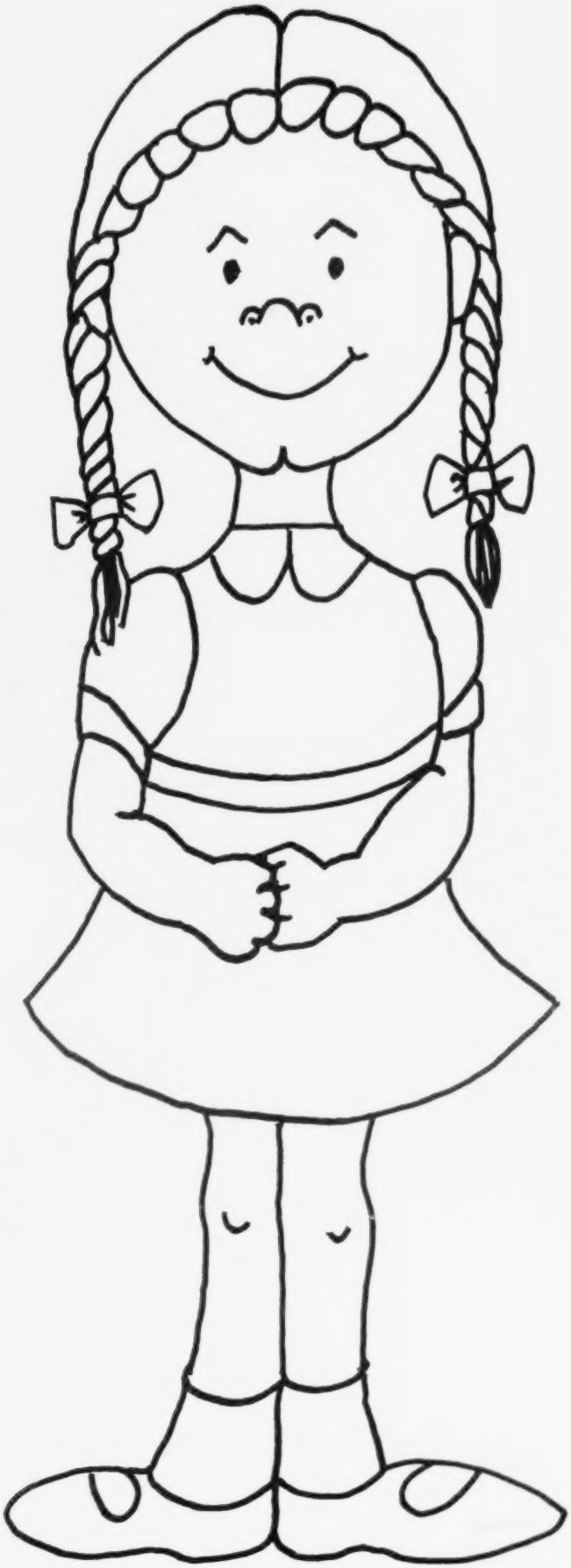

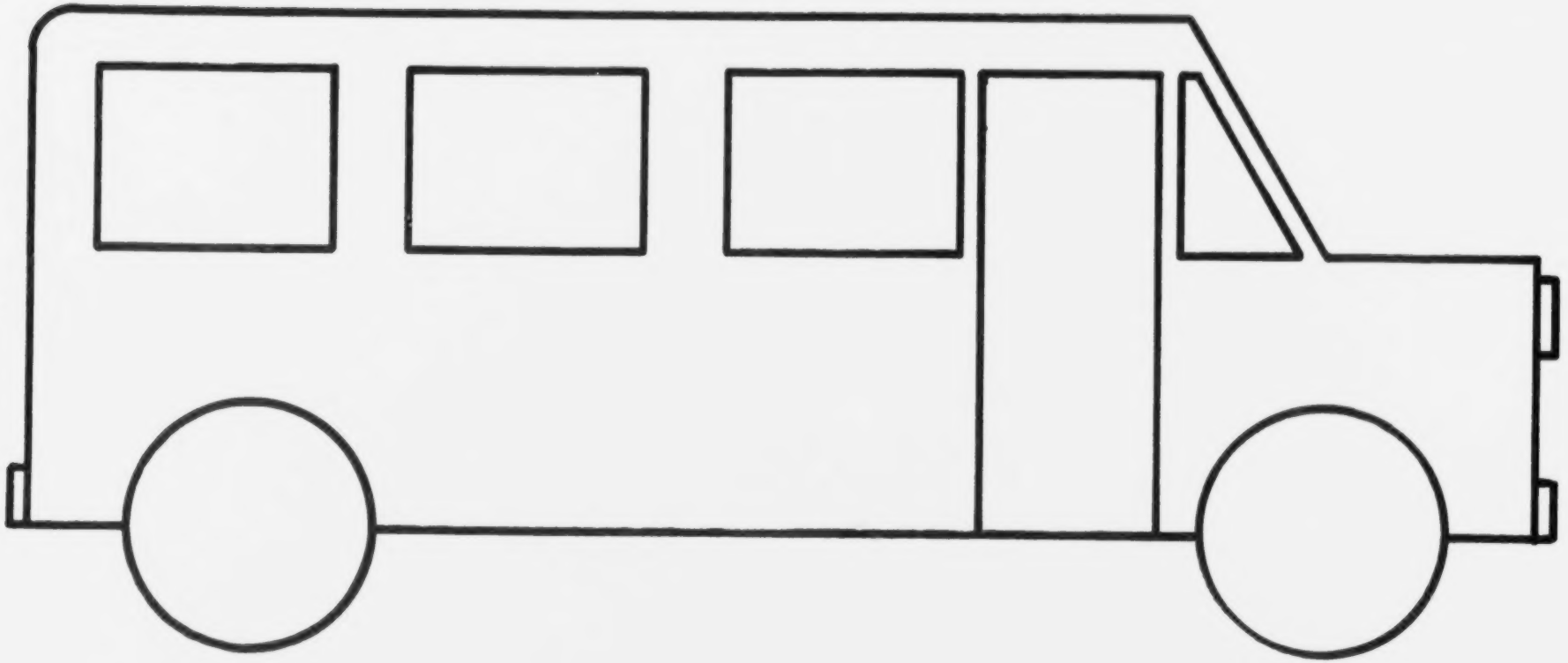

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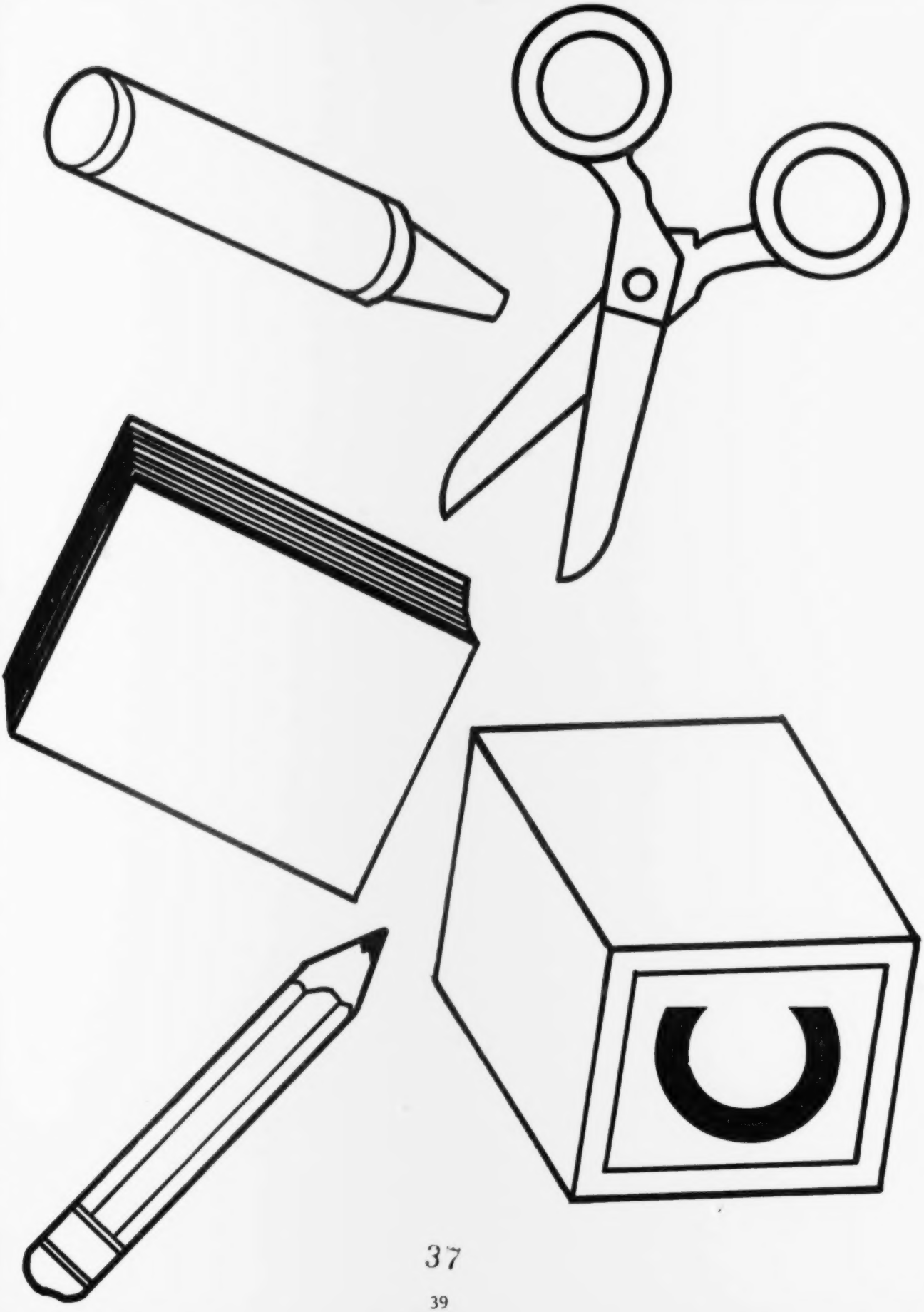


RESOURCE UNIT

TOPIC: **"Where The Wild Things Are"**

CONCEPTS:

All people have feelings--fear, hunger, love, homesickness.

Monsters are a form of make-believe.

Adults expect us to do certain things even though we don't always understand why.

We all make mistakes and even with those mistakes we are still loved.

Vocabulary--love, hunger, fear, homesickness, make-believe, real, mistakes, rumpus, monsters.

GROUP EXPERIENCES - SMALL/LARGE:

Activity 1: **"Brainstorming"**

Procedure: Make a list that children dictate of things which make them afraid. Use a large chart or chalkboard.

Objectives: 7*, 8

Activity 2: **"About Monsters"**

Procedure: Make a list of the things children know about monsters. (This will give you information about the children's background of the concepts listed at the beginning of the unit, including vocabulary).

Objectives: 7*, 8

Activity 3: **"Monster Story"**

Procedure: Read the story, Where the Wild Things Are, by Maurice Sendak.

Questions: What happened first?

What happened in the middle?

What happened at the end?

What did you like best about the story? What did you like least?

Objectives: 7*, 8, 9, 14*

Activity 4: **"Monster Labeling"**

Procedure: Display drawing of a monster on chart paper; allow children to title the picture and label parts.

Objectives: 7*, 8, 9, 14*, 17, 18

Activity 5: **"Plan a Monster"**

Procedure: Plan with a small group for the construction of a junk monster including materials, steps and possible problems. Follow up with Activity 2 in Blocks/Construction Center.

Objectives: 7*, 8, 12*, 18

Activity 6: **"Homesick"**

Procedure: Compile a list of the things Max likes and dislikes about being away from home. As a further extension, children could dictate their likes and dislikes of being away from home through use of a tape recorder.

Questions: How do you feel when you are away from home?

What can you do about those feelings?

Do you think that all people have these feelings?

Objectives: 7*, 8, 15, 16, 17, 18

Activity 7: **"Monster Parade"**

Procedure: Hold a monster parade using masks made in art center. See Activity 3 in Art Center.

Objectives: 1, 15, 16, 17, 18

Activity 8: **"A Rumpus"**

Procedure: Hold a "rumpus" by having children clap various rhythm patterns for the children dressed as monsters attending the rumpus to duplicate.

Objectives: 5, 6, 15, 17, 18

LEARNING CENTER ACTIVITIES:

Art

Activity 1: **"Trapped Monster"**

Procedure: Provide each child with large zip lock bag. Fill bag with one tablespoon each of fingerpaint in two primary colors. Close bag tightly. Encourage child to use vertical, horizontal and circular motions to create a "trapped" monster.

Questions: What happened to your colors?
What kind of monster do you have trapped?
What shapes and lines do you see in your monster?

Objectives: 2, 7*, 8, 14*, 17

Activity 2: **"Dot Monster"**

Procedure: Provide each child with a piece of paper and one black crayon. Ask children to put three dots anywhere on their paper. Ask children to connect the dots in any fashion they wish. Encourage children to make use of a variety of lines to connect the dots. Then ask children to tell about the monster they created.

Allow children time to add any features desired to complete their monsters. The number of dots is dependent upon the developmental levels of children.

Questions: How many dots did you use to make your monster?

Show me the different lines you made and tell me about them.

Objectives: 2, 7*, 8, 17

Activity 3: **"Monster Mask"**

Procedure: Provide children with a variety of materials (paper plates, paper, yarn, etc.) to create a monster.

Questions: How does your monster look different from you?

How did you make your monster? What did you do first, next, last?

Objectives: 2, 7*, 8, 12*, 16, 17

Activity 4: **"My Wild Thing"**

Procedure: Provide a large piece of paper and crayons for children. Tell children to think about the terrible monsters Max saw and draw their own wild things with as much detail as they can.

Questions: Tell me all about your picture.

Name your monster.

Objectives: 2, 14*, 17, 18

Blocks/Construction

Activity 1: **"3-D Monster Construction"**

Procedure: Provide children with simple manipulatives like bristle blocks, Tinkertoys, Legos to create a monster.

Questions: Can you find something that is round? square? straight?

Show me a shape that is not round, square.

Objectives: 2, 4*, 10

Activity 2: **"Junk Monster"**

Procedure: Have children bring from home small to medium sized boxes, cans, cartons, paper tubes, etc. Provide children with various kinds of tape and string to assemble a "Junk Monster." (Culminating activity for Group Experience 5.)

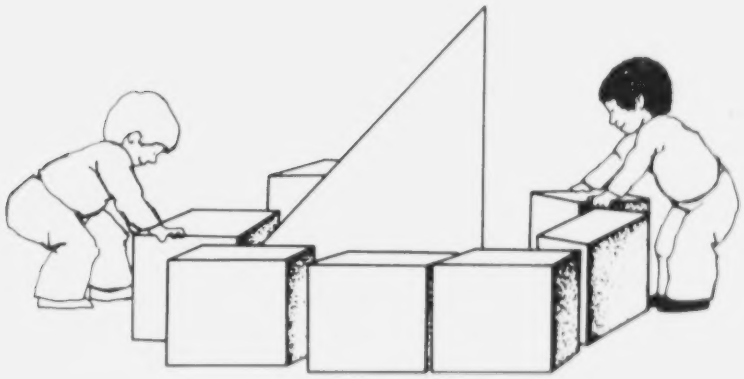
Questions: What materials did you use? Why did you choose those?

What did you do first, next, last?

Objectives: 2, 12*, 17, 18

Activity 3: **"Max's Sailboat"**

Procedure: Provide newspaper to use in the block center and encourage children to request other construction materials needed to create a large boat such as Max's. Allow children to practice problem-solving skills.



Questions: Did you have any problems building your boat?

If you were to build this boat again, what materials would you need?

Objectives: 1, 2, 11, 14*, 15, 18

Dramatic Play

Activity 1: **"Monster Halloween Party"**

Procedure: In dramatic play area, provide variety of clothes, costumes, pieces of material of various textures, and large mirror. Allow children to dress up and create their own costumes for the monster Halloween party.

Questions: What would you like about going to this party? What would you dislike?

Objectives: 15, 17, 18

Activity 2: **"Monster Mash"**

Procedure: Obtain a record such as "Monster Mash" or "Ghost Busters." Encourage children to dance and move to the beat of the music as they are dressed like monsters.

Questions: How did the music make you feel? Did it make you feel excited?

Describe the music.

Did it make you think of scary things?

Was it fast or slow?

Objectives: 1, 5, 6, 15, 17

Activity 3: **Dramatize Where the Wild Things Are**

Procedure: After having read the story Where the Wild Things Are to the children, question them on what happened first, next, last. Have individuals retell the story with group support. Then let children act out the story.

Questions: What character would you like to be and why?

What was the hardest part of the story to act out?

Objectives: 8, 9, 12*, 14*, 17

Language Arts

Activity 1: **"Max's Memory Game"**

Procedure: Use the patterns for Max's Memory Game. Color identically and cut apart two sets of all the pictures. One set will be given to the child, the other to an adult or another child acting as "teacher." The "teacher" will hold up one to six cards, depending on the level of the child; after a brief lapse of time the "player" will have to demonstrate visual memory by showing the appropriate cards in the set. (This activity can be made more difficult by requiring players to place cards in the same order).

Questions: Which two pictures are not a part of the story?

Objectives: 3*, 12*, 14*

Activity 2: **"Where is Max?"**

Procedure: Obtain a toy boat and tree (or use the patterns included). Instruct the child to use spatial positions in placing Max in front of, between the boat and tree, above, inside, behind, beside, below, outside.

Objectives: 8, 11

Activity 3: **"Real or Make Believe"**

Procedure: Using the patterns (cut apart and colored) for "Real and Make Believe," the children will sort the pictures accordingly. The pictures will be sorted and laid on the appropriate side of sheet depicting real and make believe.

Questions: Why did you put these things on the make-believe side?

Objectives: 14*, 16

Activity 4: **"What Max Did Wrong"**

Procedure: Have each member of the class dictate a story about what Max had done wrong. Each child could then draw a picture to go along with the story. All stories could be bound together in a class book, shared with the class, and put into the class library.

Questions: Do I sometimes make mistakes? Do you ever make mistakes?

Who else do you know who makes mistakes?

Is it all right for us to make mistakes?

Objectives: 7*, 8, 16, 17, 18

Activity 5: **"Willy Worm's Wild W's"**

Procedure: Obtain a dish pan or plastic tub and fishing pole with magnet attached. Make a worm out of felt or poster board and attach near the magnet. Cut 10 fish shapes from poster board, and cut 7 "W" pictures and 3 "non-W" pictures from magazines. Glue a picture to each fish and attach a paper clip to each so the magnet can "catch" a fish. Child then fishes for "W" fish and returns all fish that do not have a "W" picture.

Objectives: 2, 6, 8, 10

Activity 6: **"Books"**

Procedure: Select appropriate books to place in library corner for children to enjoy. Some examples would be:

James Stevenson, What's Under My Bed?
Susan Riley, Afraid
Flora Joy, The Bloff Under the Bed
Tasha Tudor, Pumpkin Moonshine
Ezra-Jack Keats, The Trip

Objectives: 8, 9

Manipulatives

Activity 1: **"The Making of Max"**

Procedure: Enlarge pattern of Max on white flannel, cut into appropriate body parts. Child is to reassemble Max's body.

Questions: Name the body parts.

Objectives: 4*, 7*, 16, 17

Activity 2: **"Monster Puzzle"**

Procedure: Color, cut out, and mount the monster pattern, cut into pieces. Allow children to put the puzzle together. The number of pieces will depend on the developmental level of the children.

Objectives: 2, 4*, 16

Activity 3: **"Lace the Shape Monsters"**

Procedure: Color, cut out, and mount the monster patterns. Punch holes where marked. Provide string yarn or shoelaces for children to perform simple lacing.

Questions: Which monster shape did you choose to lace?

What else in our room has this shape?

Objectives: 2, 7*, 16, 17

Math

Activity 1: **"Footprints"**

Procedures: Reproduce the footprint pattern ten times so that numerals 0-9 will be addressed. On each footprint write one numeral on the top; place the corresponding number of dots on the bottom half. Cut each footprint apart differently to form a self-correcting puzzle.

Objectives: 4*, 12*, 16, 17

Activity 2: **"Sequencing Max's Objects"**

Procedure: Draw four or five different sizes of each object for the following subjects: bed, boats, trees, monsters. Child will then sort like objects and arrange one set of objects by size.

Objectives: 10, 12*, 16, 17

Activity 3: **"Moving Monsters"**

Procedure: Use one of the monster patterns and reproduce five times. Color each monster differently. Obtain a tree limb and secure it into cement or plaster of Paris. Children are to hang monsters on limb with clothes pins in random fashion. Make boat out of a box or milk carton. Have child move all monsters from tree to boat, then to ground. Students who respond that the number of monsters is the same in each place understand conservation of number. Continue activity by using different numbers of monsters.

Questions: Are there the same number in the boat as there were in the tree?

Are there the same number in the boat as there were on the ground?

Are there the same number in the tree as there were on the ground?

Objectives: 2, 13

Activity 4: **"More or Less Monsters"**

Procedures: Use one of the monster patterns and reproduce ten times. Color each monster differently. Using tree limb and boat from previous activity, direct children to move monsters around and ask following questions.

Questions: Are there more monsters in the boat than in the tree?

Which place has less?

Which has the same?

Objectives: 11, 12*

Outdoors

Activity 1: **"Hanging Around"**

Procedure: Instruct children to travel hand over hand on outdoor equipment like a monster in a tree.

Questions: What else hangs around like the wild things?

What other ways can you hang around?

Objectives: 1

Activity 2: **"Outdoor Rumpus"**

Procedure: Instruct children to hop on either foot, skip, gallop, jump, march to beat of a drum or a rhythm clap to create a "rumpus."

Questions: What did you have the most fun doing and why?

Which was the most difficult for you?

What was the easiest for you?

Objectives: 1, 7*, 8, 15

Activity 3: **"Play Moon Ball"**

Procedure: Encourage children to "catch the moon" by bouncing, throwing, kicking, and catching a large playground ball with a group of three to four friends.

Questions: What will happen if you bounce, kick, or throw the moon too hard?

Objectives: 1, 18

Science

Activity 1: **"Wild Thing"**

Procedure: Give each child a zip lock bag and pour powdered plaster of Paris and a small amount of water into the bag. Close tightly. Encourage child to squeeze, twist, and manipulate material into a "wild thing." Let dry throughly, remove from bag, and paint features if desired.

Questions: What happened to the liquid in your bag?

How did it feel while you were making your wild thing? At first? At the end?

What could go wrong or what did go wrong?

Objectives: 2, 7*, 8, 12*, 17

Activity 2: **"Sand Prints"**

Procedures: Provide container of damp sand and objects that will make prints in the sand. If possible, include paired items such as shoes, rubber, or plastic letters or numerals, shells, small rakes, cars, etc.

Questions: What two things made similar tracks?

What two things made different tracks?

What was the hardest to identify?

Find a shape that is the same as or different from this one.

Objectives: 4*, 11, 16, 17

Activity 3: **"Floating/Sinking"**

Procedures: Provide children with small plastic open boats, tub of water, and small rocks or marbles. Have children estimate how many rocks or marbles will sink the boat. A graph could then be made of their estimates.

Questions: How many did it take to sink the boat?

Did it take more or less than you thought?

If you used a bigger boat, would you need more or less? For a smaller boat, more or less?

Objectives: 11, 12*, 17, 18

RELATED EXPERIENCES

Resource Person

Activity 1: **"Monster Make-Up"**

Procedure: Invite a member of local theater group to come and apply make-up so that the children look like monsters.

Questions: How does the make-up make you look?

Objectives: 7*, 17

Cooking

Activity 1: **"Monster Cake"**

Procedure: Bake a sheet cake. Cut into a monster shape. Allow children to frost with different colors. Add coconut, raisins, chocolate chips, sprinkle, etc.

Objectives: 2, 8, 12*, 15, 17, 18

Activity 2: **"Footprint Cookies"**

Procedure: Purchase a roll of sugar cookie dough and slice off a piece for each child to form a footprint. Add almond slices to one end for toes.

Objectives: 2, 8, 15, 17, 18

Activity 3: **"Monster Muffins"**

Procedure: Purchase English muffins and give each child one half. Encourage children to add nutritional ingredients to create a monster face. Possibilities include coconut, cream cheese, peanut butter, raisins, sunflower seeds, carrot shavings.

Objectives: 2, 8, 15, 17, 18

Parent Letter

Dear Parents:

The theme for this week will be centered around Maurice Sendak's book, Where the Wild Things Are. The concepts to be covered are:

1. All people have feelings--fear, hunger, love, homesickness.

2. Monsters are a form of make-believe.

3. Adults expect us to do certain things even though we don't always understand why.

4. We all make mistakes and even with those mistakes we are still loved.

5. Vocabulary--love, hunger, fear, homesickness, make believe, real, mistakes, rumpus, monsters.

Through the use of this theme, your child will be working on skills that form a foundation for learning and will encounter experiences in art, music, reading, math, science, etc.

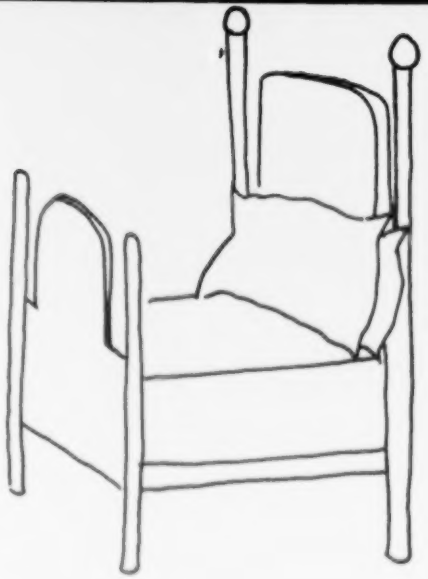
During the coming week, we will be sending home a picture of a monster which we encourage you to help your child make into a puzzle. Cut the picture into 8 to 10 pieces. Your child should then try to reassemble the pieces.

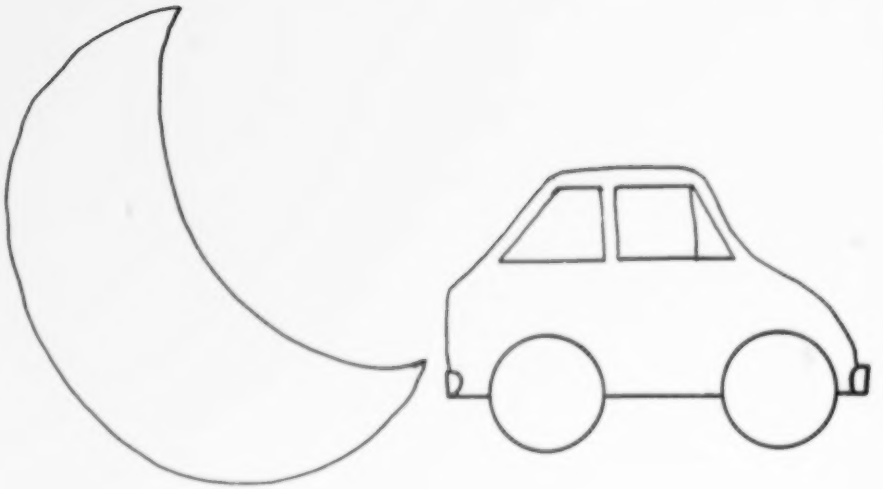
We are also working on the letter "W." Encourage your child to find things beginning with a "W" at home or outside while riding in the car or walking.

Your child will be asking you to send in an assortment of clean junk. Please start collecting such things as aluminum pie plates, shoe boxes, cartons, paper tubes, string and yarn.

Thank you,

_____
Kindergarten Teacher





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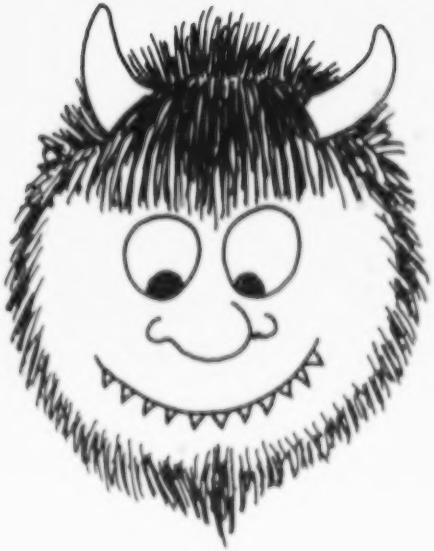

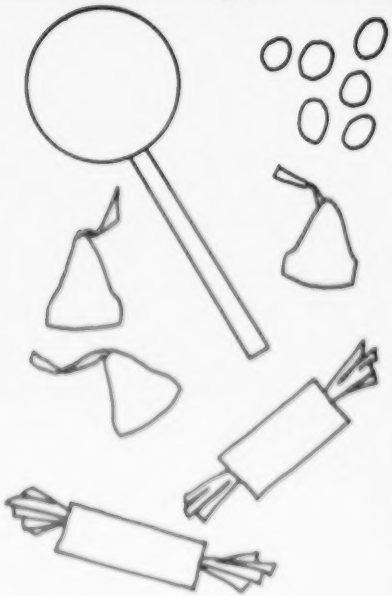

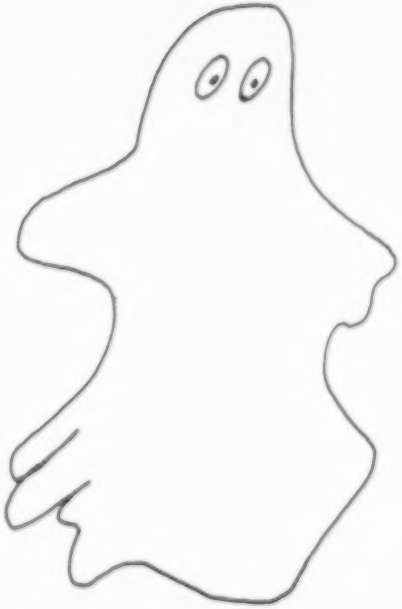

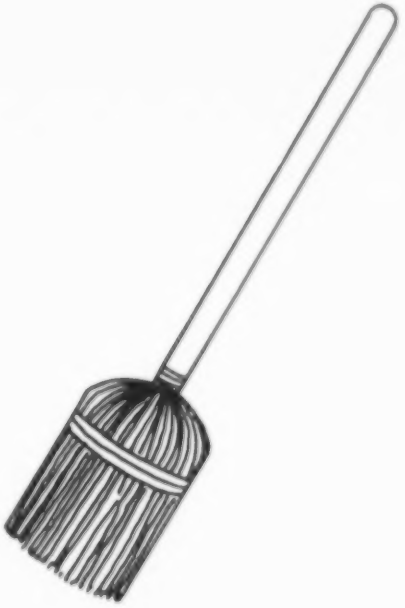

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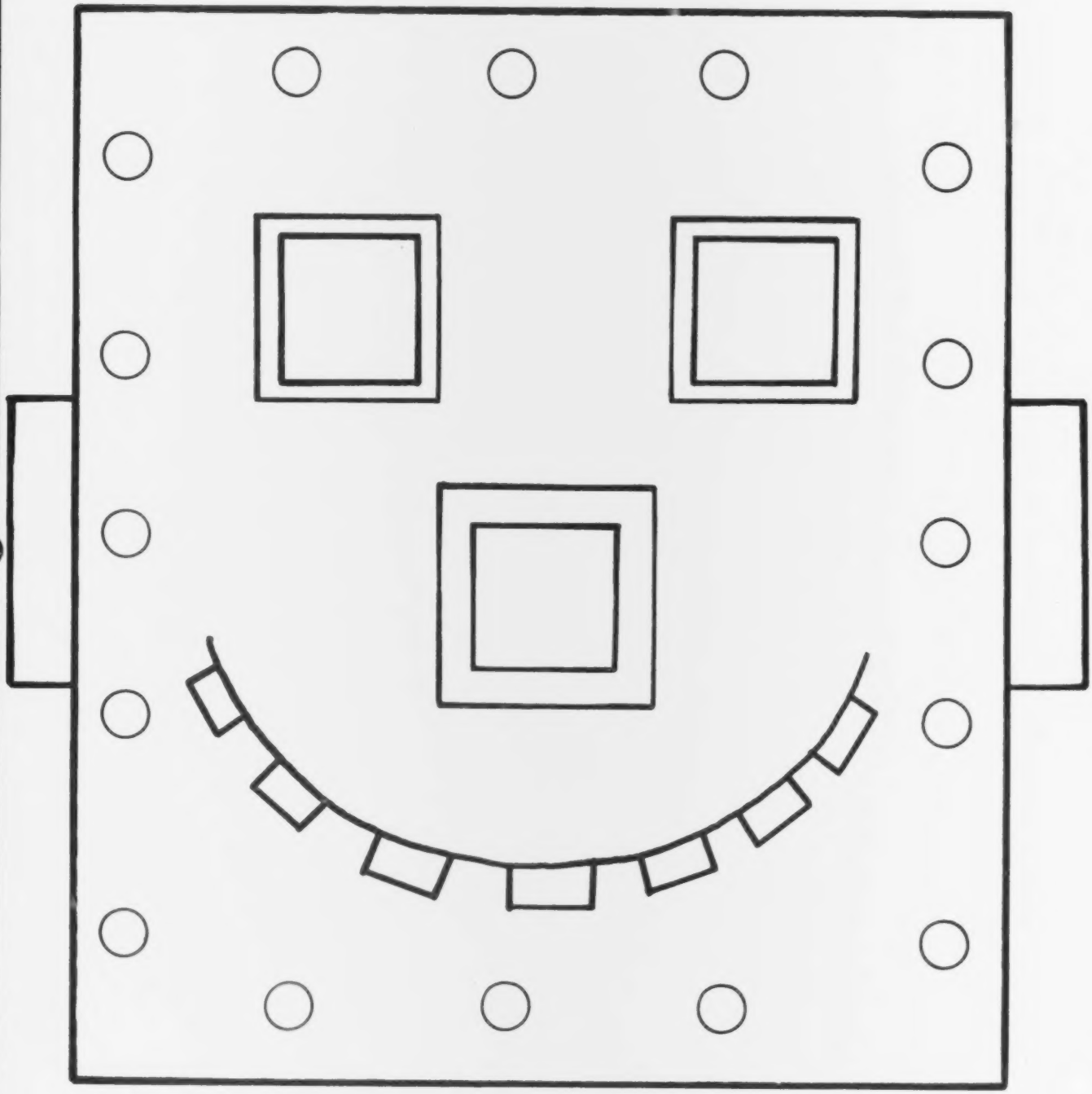

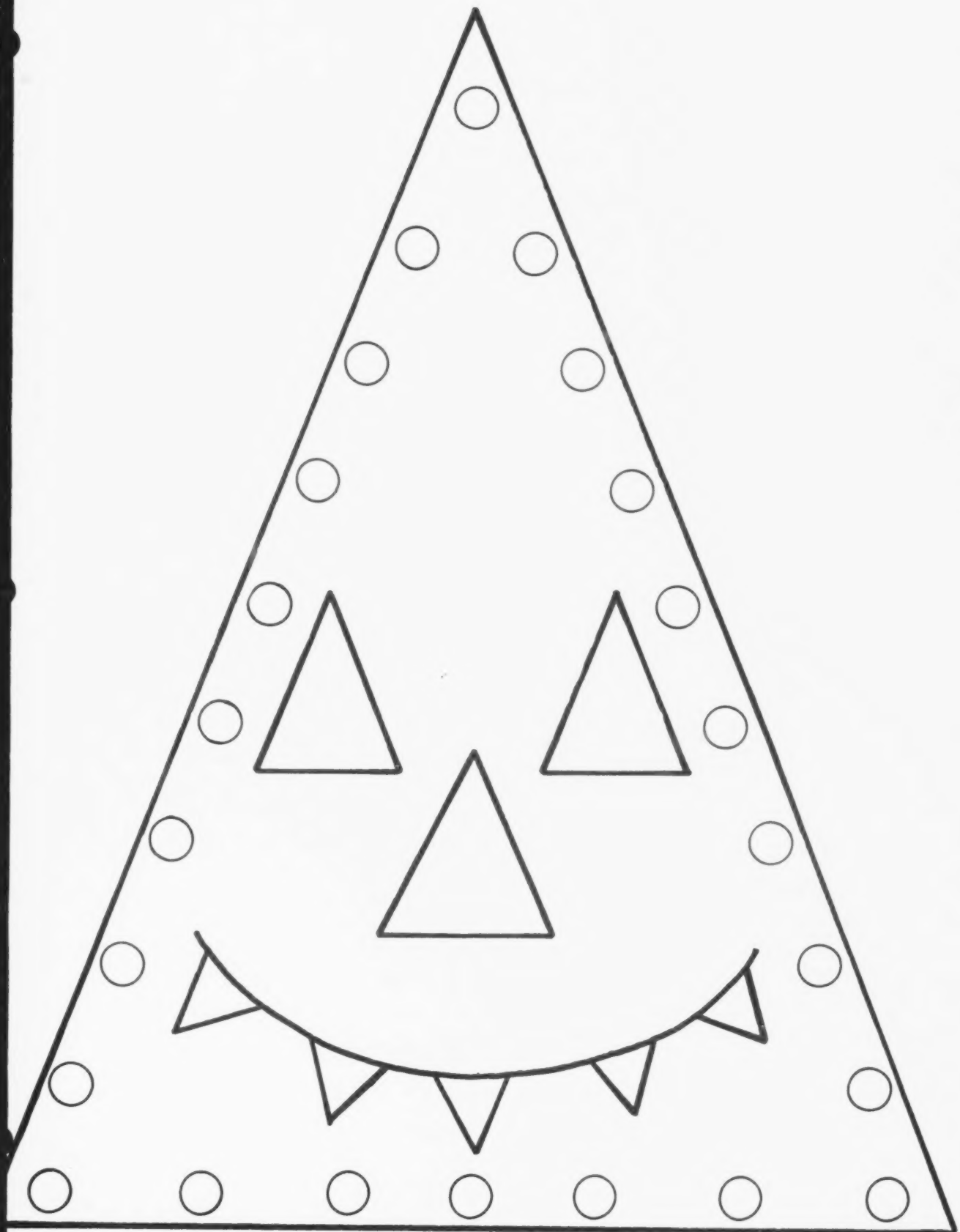

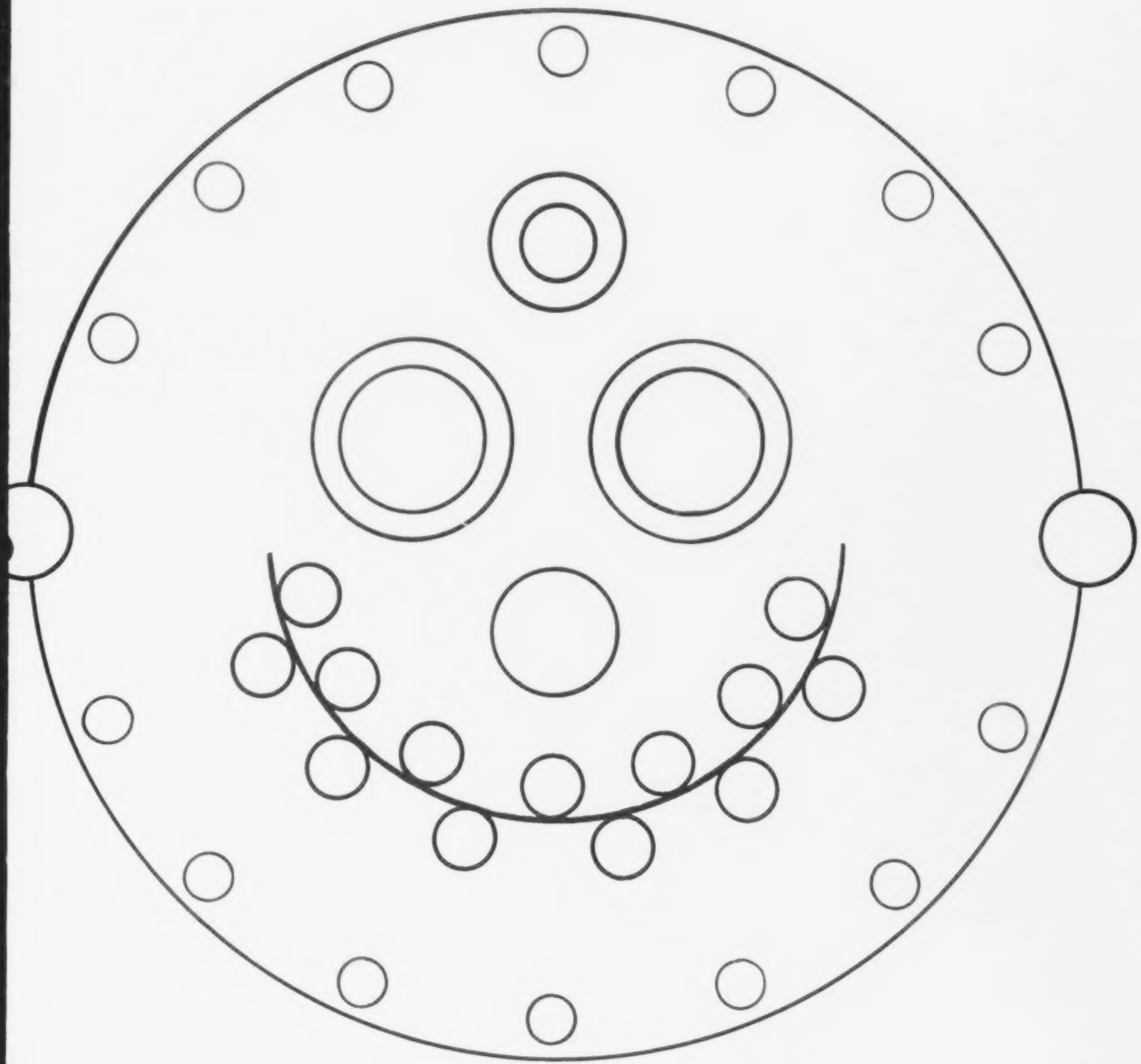

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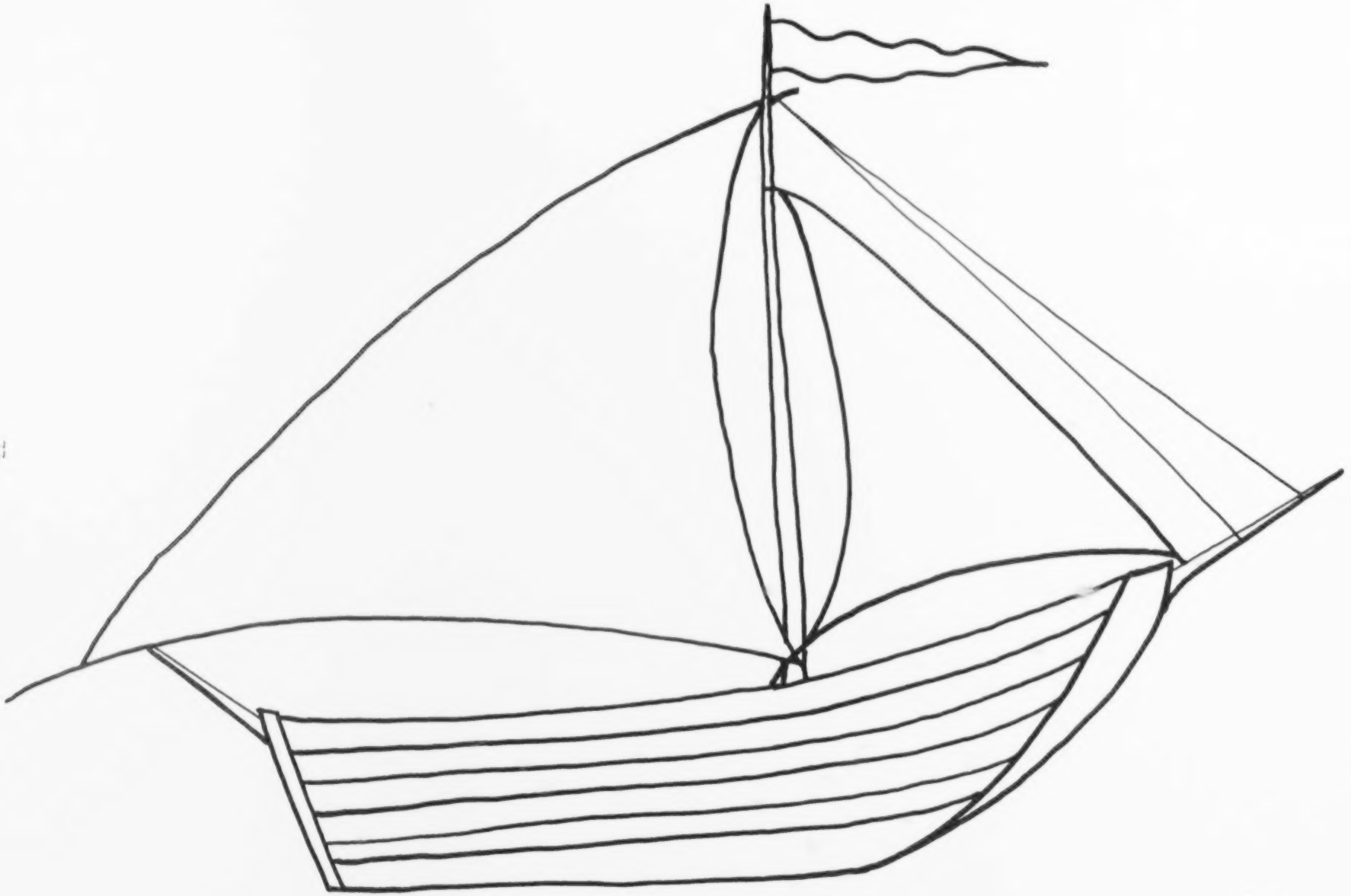

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TOPIC: **"Signs"**

CONCEPTS:

Signs are all around us.

Signs have a purpose and tell us many things.

Signs can be made in many ways--words, symbols, shapes, letters.

Vocabulary - sign, caution, exit, yield, safety.

GROUP EXPERIENCES - SMALL/LARGE

Activity 1: **"Signs I Know"**

Procedure: Brainstorm with children and compile a list of signs. Using the list, put the kinds of signs into categories such as: restaurants, gas stations, traffic, stores, etc.

Objectives: 7*, 8, 10, 18

Activity 2: **"Mr. Pine's Signs"**

Procedure: Read the book, Mr. Pine's Signs, by Leonard Kessler

Questions: What kinds of problems did Mr. Pine encounter and why?

How would you feel if you thought you were going to the candy story and ended up in the tire store?

What would happen if the signs in the school got mixed up?

Objectives: 7*, 8, 9, 14*

Activity 3: **"Signs--Beginning Letters"**

Procedure: Put a variety of signs on the floor. Encourage children to find a sign that begins with a letter the teacher says or shows with the appropriate letter card.

Objectives: 4*, 18

Activity 4: **"Sign Shapes"**

Procedure: Have a feely box with wooden traffic signs inside. Ask the child to reach in and try to identify the sign by shape without looking.

Objectives: 2, 3*, 4

Activity 5: **"Burger Graph"**

Procedure: Make a graph of favorite fast food hamburger restaurants. (Example: McDonalds, Hardees, Burger King, etc.) Children write their names on small piece of hamburger shaped paper and glue on graph under their selected restaurant.

McDONALDS	HARDEE'S	Burger King

Questions: How many liked Hardees?

Which restaurant did more of us like?

How many more liked Hardees than McDonalds?

Objectives: 2, 11, 12*, 18

Activity 6: **"Sign Search"**

Procedure: Go for a walk through the school and look for signs. Come back and make a list of signs seen.

Questions: Name the signs you saw.

Why do you think we have signs?

Which signs did you see most often?

Objectives: 3*, 7*, 8, 11, 14*, 18

Activity 7: **"What Sign Am I Wearing?"**

Procedure: Put a familiar sign on each child's back which he cannot see. Children ask each other questions to which they can only answer yes or no. Each child tries to guess what sign he is wearing. Encourage children to ask such questions as: Am I store? Do you see me on the road? Would you find me in a school?

Objectives: 7*, 8, 14*, 18

Activity 8: **"Safety Signs"**

Procedure: Read Blue Bug's Safety Signs by Virginia Poulet. Make and use a blue bug puppet to discuss safety signs. Follow up with Art Activity #4.

Questions: What are some of the safety signs you remember?

Why do we have safety signs?

Where do you see safety signs?

Objectives: 3*, 7*, 8, 9, 14*

LEARNING CENTER ACTIVITIES

Art

Activity 1: **"Classroom Signs"**

Procedure: Make items available from the different centers for children to trace as they make signs to label the centers in the classroom. Example: for block sign, children can trace around blocks.

Objectives: 2, 17

Activity 2: **"Our Town"**

Procedure: Encourage each child to make a house, a store, a restaurant, or a gas station from small boxes and milk cartons. Allow each child to decorate and make a label. Have children make traffic signs, using small pieces of tagboard, tongue depressors, and clay. Move these to the block center. See Activity #2 in Block Construction.

Questions: How did you make your building?

What did you do first, next, and last?

Objectives: 2, 12*, 16

Activity 3: **"T-Shirt Just for Me"**

Procedure: Encourage children to bring in old T-shirts. Talk with them about how signs convey meaning, and that their T-shirts will tell about them--interests, hobbies, etc. Children may use fabric paint or magic markers to create special designs on their T-shirts. This activity could be done on a paper T-shirt outline which could be taped on the child to wear.

Questions: Tell me about the design.

Why did you choose that design for your T-shirt?

Does anyone have a design like yours?

What can you tell me about your friend from his design?

Objectives: 2, 7*, 8, 14*, 16, 17, 18

Activity 4: **"Blue Bug"**

Procedure: Provide blue styrofoam egg cartons or have child paint cardboard egg cartons blue. Child will need two sections of an egg carton to form Blue Bug's body. Encourage child to use pipe cleaners, scraps of paper, sequins, etc., to decorate Blue Bug's body. Encourage children to take Blue Bugs home and share safety messages with their family. See Group Activity #8.

Questions: What materials did you use to make your Blue Bug?

What message will your Blue Bug take home?

Objectives: 2, 7*, 8, 14*, 16

Block/Construction

Activity 1: **"Block City"**

Procedure: Encourage use of signs in block center as children build a city.

Questions: What buildings did you include in your city?

Why did you need signs?

Objectives: 2, 7*, 8, 17, 18

Activity 2: **"Milk Carton City"**

Procedure: Use houses and stores made in art center from milk cartons and boxes. Encourage children to use these in building a city and make needed signs.

Objectives: 2, 17, 18

Activity 3: **"Sign Making"**

Procedure: Provide wood scraps, nails, and paints in woodworking center for children to construct their own signs.

Questions: What kind of sign do you plan to make?

What materials will you need?

What will you do first, next, last?

What problems might you encounter in making your sign?

Objectives: 2, 7*, 8, 12*, 17

Dramatic Play

Activity 1: **"Labeling the Dramatic Play Center"**

Procedure: Work with a small group of children to make labels and place them in dramatic play center to help organize materials (i.e. dishes, shoes, hats). Other children will use labels or signs to help return materials to proper places after they play in the center.

Objectives: 2, 4*, 7*, 10, 17, 18

Activity 2: **"Grocery Sorting"**

Procedure: Provide various empty grocery containers for children to sort into three categories--foods, house/cleaning supplies, and personal products (toothpaste, deodorant, hairspray). Label three grocery bags with pictures cut from magazines to designate categories.

Objectives: 4*, 7*, 10, 16, 17

Language Arts

Activity 1: **"I Can Read Signs Book"**

Procedure: After brainstorming during group time, children will be encouraged to make books that would be a collection of signs from the various categories discussed. Children are to look through magazines, newspapers, ads, etc., to find appropriate signs. (Examples: Restaurant Signs I Can Read, Gas Station Signs I Can Read.) Child will then glue the pictures he has collected into appropriate book. These books should be made placed in the classroom reading center.

Objectives: 2, 3*, 4*, 10, 17, 18

Activity 2: **"Fast Food"**

Procedure: Make a collection of signs and logos from everyday fast food restaurants. An early level activity would involve the matching of two signs that are exactly the same. (Example: two McDonalds labels cut from the bags.) An intermediate level would involve matching the sign with the name written on a sentence strip. A higher level activity would involve the child actually copying the sign on a paper by himself.

Questions: Why did you put these together?

Objectives: 2, 4*, 7*

Activity 3: **"Remembering Signs"**

Procedure: Using patterns, make two identical sets of signs. The teacher or a child will hold up one or more sign pictures for a brief lapse of time. Another child will then try to find the identical pictures in his or her set. The number of cards displayed will depend on the developmental level of the children involved.

Objectives: 3*

Activity 4: **"S" Search**

Procedure: Provide each child with an advertisement section from the newspaper and direct the child to locate all of the S's. Use advertisement pages with large print.

Questions: Show me the S's that were at the beginning of a word.

Did you find any that were in other places?

Show me an upper case S and a lower case s.

Objectives: 4*, 7*

Activity 5: **"Sign Spell Off"**

Procedure: Display a sign or signs such as Stop, Wendy's, Happy Birthday. Make available a set of plastic, rubber or letter cards for child to spell out the word(s) seen on the displayed sign.

Questions: What letter did you put first?

Do they need to be in a special order? Why?

Objectives: 4*, 8, 12*

Activity 6: **"Sound Search"**

Procedure: Collect a variety of cups or bags from local fast food restaurants that begin with different letters of the alphabet (example: Hardees, Wendy's). Make available pictures or objects beginning with corresponding sounds. Child will then sort the objects or pictures and place them in appropriate cup or bag.

Objectives: 6

Manipulatives

Activity 1: **"Signs-Up"**

Procedure: Place commercial "Signs-Up Game" in manipulative center and play according to directions.

Objectives: 2, 4*, 8, 17, 18

Activity 2: **"Puzzles"**

Procedure: Place commercial puzzles with traffic, safety, and building signs in the manipulative center.

Questions: What signs do you see in this puzzle?

What kind of signs are these?

Objectives: 2, 4*, 10

Activity 3: **"Cut Apart Puzzle"**

Procedure: Collect various signs or logos from circulars, ads, grocery bags that are large enough in size so that they may be cut apart to form puzzles. Mount on posterboard for durability.

Questions: Have you even seen this sign and where?

Have you even been there and what did you do there?

Objectives: 2, 3*, 4*, 7*

Activity 4: **"Sign Rubbings"**

Procedure: Make several simple traffic signs on 9" x 12" pieces of cardboard. Go over the lines made with a thin line of glue to make a raised outline when dry. Children can then put a piece of paper over the posterboard signs and rub over the design with the flat edge of a crayon. Give the child a clip board to hold the sign and paper stationary to keep them from sliding as pressure is applied.

Questions: Feel the pattern. What makes the crayon lines show on your paper?

What happens if you press too lightly?

If you move your paper while you work, what may happen to your picture?

Objectives: 2, 7*, 8, 17

Math

Activity 1: **"Shape Sort"**

Procedure: Make available sets of attribute blocks. Encourage the child to sort the blocks by shape, color and thickness.

Questions: Why did you put these together?

Is there any other way that your blocks can be sorted?

Objectives: 7*, 8, 10, 11

Activity 2: **"I Think"**

Procedure: Ask child to estimate how many unifix cubes or cubical blocks it would take to outline a given sign pattern.

Questions: How many blocks do you think you will need?

How many blocks did you use?

Objectives: 12*

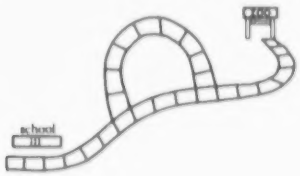
Activity 3: **"Letter Count"**

Procedure: Construct from tagboard a variety of signs. Provide space large enough for child to write a numeral on each. Laminate or cover with clear contact. Provide child with crayon or erasable pen so signs may be used again. Child is to count the number of letters that appear on the sign and write the correct numeral on it. Length of word will depend on developmental level of the child. This activity can be made self-correcting by putting the correct answer on reverse side.

Objectives: 2, 3*, 12*

Activity 4: **"Let's Go Traveling"**

Procedure: On large tagboard draw a road leading from one point to another. Section the road into squares. Provide a small toy car for each player.



Make a set ot playing cards that will give the child various driving instructions.

To make gameboard more difficult, more obstacle squares can be added, such as out of gas, flat tire, etc. The players take turns drawing cards from a pile, then follow the directions to get to the final destination.

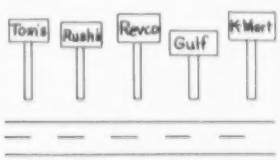
Questions: Who arrived first, next, last?

Describe what happened on your trip.

Objectives: 7*, 8, 12*, 18

Activity 6: **"Parking Game"**

Procedure: On piece of posterboard draw five local businesses with a parking place in front of each. Add a street below.



Obtain five toy or paper cars for child to "drive." Ask child to park a car at each store. How many cars did you park? Then ask child to back each car out and place on the road without counting. Now ask how many cars are on the road? If the child answers "the same," he is conserving number.

Objectives: 12*, 13

Outside

Activity 1: **"Red Light, Green Light"**

Procedure: Play familiar version of "Red Light, Green Light" game, using red and green discs to signal children when to stop and go.

Objectives: 1, 4*, 8, 15, 18

Activity 2: **"Mother, May I?"**

Procedure: Play "Mother May I" game. Use yes and no signs rather than verbal cues.

Objectives: 1, 4*, 8, 12*, 15, 18

Activity 3: **"Maze of Signs"**

Procedure: Make signs with arrows, S curves, stop, to create a maze through which children move on the playground.

Objectives: 1, 8, 11, 18

RELATED EXPERIENCES

Activity 1: **"Music"**

Procedure: Use the song "Stop" from a record such as Sesame Street's "Bert's Blockbusters." Children move to the rhythm of the music and stop movement at a visual or auditory cue.

Objectives: 1, 6, 8, 15, 18

Activity 2: **"Sand Table"**

Procedure: Place damp sand in large container and encourage children to make signs in the sand. Patterns should be available for children to see.

Objectives: 2, 4*, 17

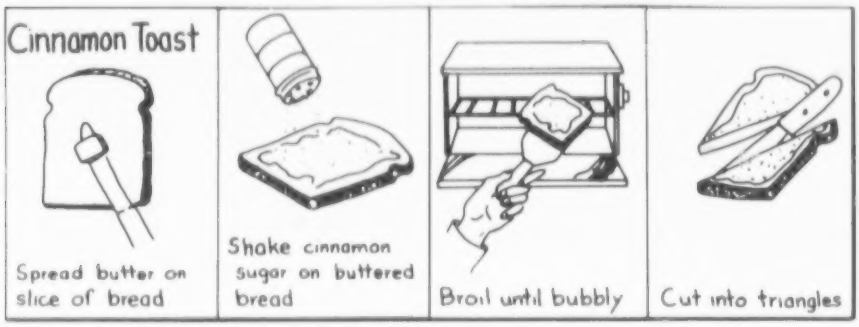
Activity 3: **"Field Trip"**

Procedure: After having completed the graph showing children's preferences in fast food restaurants, plan a fieldtrip to the most popular site. A language experience story would be written about the trip.

Objectives: 7*, 8, 12*, 15, 18

Activity 4: **"Cooking"**

Procedure: Use sequence of picture recipe cards to show children how to make cinnamon toast. Children will complete recipe by following signs. No verbal cues will be given.


Cinnamon Toast
Spread butter on slice of bread
Shake cinnamon sugar on buttered bread
Broil until bubbly
Cut into triangles

Questions: What ingredients did you use?

What did you do first, next, last?

How did the ingredients change?

Objectives: 2, 4*, 7*, 12*, 14*, 17

Books

Blue Bugs Safety Book by Virginia Poulet

The Sign Book by William Dugan

Night Lights by Joel Rathman

I Read Signs by Tom Funk

The Little Old Man Who Could Not Read by Irma Simonton Black

Corduroy by Don Friernan

Katy and the Big Snow by Virginia Lee Burton

I Can Read Symbols by Tana Hoban

Wordless picture books such as:

Pancakes for Breakfast by Tamie de Paola

Rosie's Walk by Pat Hutchins

Transition Activity

Hold up each child's name when the class is ready to leave to go outside. Ask each child to go to the "EXIT" sign as his/her name is shown.

Poem

Stop, Look, and Listen
Before you cross the street.
Use your eyes, use your ears
Before you use your feet.

Resource People

Invite a sign painter to visit the kindergarten to discuss and demonstrate the art of sign painting.

Invite a doctor or person working with the poison control program to discuss the "Mr. Yuk" sign and its meaning.

Dear Parents,

This week our theme will be "signs." We will be encouraging the children to become aware of the variety of signs in their environments. The main concepts to be covered are:

1. signs are all around us
2. signs have a purpose and tell us many things
3. signs can be made in many ways--words, symbols, shapes, letters.
4. vocabulary--sign, caution, exit, yield, safety

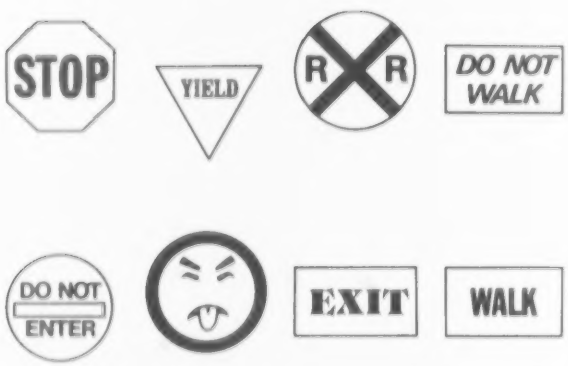
During the week we will be reading the story, Blue Bug's Safety Signs. Your child will be bringing home a picture of signs that are important to his/her safety and a special "Blue Bug." Take time to talk about the signs and the kinds of things Blue Bug learned in the story.

As you are driving around doing your errands, encourage your child to find signs and things that start with the letter "S."

Again we ask your cooperation in saving clean junk. We particularly need bags and cups from fast food restaurants and other places. We also need empty containers from grocery products (food boxes, cans, etc.), empty personal products (deodorant can, hairspray, toothpaste, etc.) and empty housecleaning product containers.

Thank you,

_____
Kindergarten Teacher



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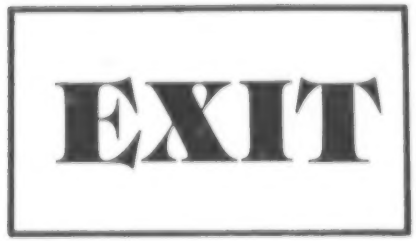

OTHER RESOURCE UNIT TOPICS

Family
Mother
Father
Grandparents
Babies
Wedding
Community Helpers
Construction
Hats
Clothing Construction
Careers
Shoes
Hobbies/Collections
Sports
Living In Olden Days
Indians
Foods
Apples
Desserts
Seeds
Pumpkins
Colors
Halloween
Thanksgiving
Halloween
Christmas
Valentines Day
St. Patrick's Day
Easter
Circus
Fair
Birthdays
Clocks/Watches
Money
Numbers
Shapes
Measurement
Stories
Musical Instruments
Dance
Fairy Tales
Puppetry
Poetry
Nursery Rhymes
Magic
Imagination
Toys
Balls
String
People from Far Away Places
Tools and Machines
Colors

Me--My Body/Feelings
Health
Safety
Feeling
Senses
Manners
Animals
Sea Life
Penguins
Whales
Bear
Reindeer
Birds
Monkeys
Eggs
Footprints
Frogs
Dinosaurs
Zoo
Spiders
Living in Modern Times
Space
Transportation
Communication: (TV, Telephone, Newspaper)
Computers
Movies and Television
Wheels
Magnets
Plants
Electricity
Ecology
Weather
Magnets
Kites
Balloons
Fall
Winter
Spring
Summer
Snow
Clouds
Bubbles
Sand
Farm
Mud/Puddles
Rainbows
Sticks, Stones and Bones
Night and Day
Shadows
Clouds

Suggested Books on Which to Build Units

Corduroy (Senses)
McElligot's Pool (Fish)
Pelle's New Suit (Clothing)
Harry and the Dirty Dog (Pets)
Winnie the Pooh (Bears/Friendship)
The Biggest Bear (Bears)
Amelia Bedelia Books (Nonsense)
How the Grinch Stole Christmas (Christmas)
Blueberries for Sal (Colors)
The Snowy Day (Snow)
Make Way for Ducklings (Eggs)
If I Ran the Zoo (Zoo)
Ten Apples On Top (Apples)
Caps for Sale (Hats)
Inch by Inch (Measurement)
Mike Mulligan and His Steam Shovel (Construction)
The Hungry Caterpillar (Butterflies)
It Looked Like Spilt Milk (Clouds)
The Growing Tree (Trees)
Horton Hatches the Egg (Eggs)
The Little House (Seasons)
The Shape of Me and Other Stuff (Shadows)
Are You My Mother? (Mother)
Ask Mr. Bear (Mother)
Curious George Flies A Kite (Kites)
Curious George Goes to the Hospital (Hospital)
Pat the Bunny (Senses)
Alexander and the Terrible, Horrible, No Good Very Bad Day (Feelings)

KINDERGARTEN OBJECTIVES

(1) **OBJECTIVE: The student performs task involving gross motor skills.**

Explanation: The student uses small muscles to coordinate eye-hand movements, eye-foot movements, and body positions in maintaining balance while performing physical activities. Demonstrations of large muscle control include activities such as marching; hopping on either foot; skipping; jumping and landing on both feet; galloping; climbing stairs while alternating feet; and bouncing, throwing, catching, and kicking a ball.

(2) **OBJECTIVE: The student performs task involving fine motor skills.**

Explanation: The student uses small muscles to coordinate eye-hand movements and body positions while manipulating objects, tracing, copying, drawing, and painting. Demonstrations of eye-hand coordination include activities such as buttoning, zipping, lacing, and tying articles of clothing; folding paper; assembling puzzles; opening a book and turning the pages one at a time from front to back; building with blocks and construction toys; cutting straight and curved lines while holding scissors properly; tracing objects and symbols (for example, finger-tracing in sand or tracing wooden letters and numerals); and copying shapes, letters, own name, words, and numerals.

(3) **OBJECTIVE: The student remembers visual stimuli.**

Explanation: The student recalls, after a brief lapse of time, stimuli presented visually. (The "brief lapse of time" will vary depending upon the activity.) Demonstration of visual memory involves the student's recalling by pointing to or naming one to six visual stimuli after the stimuli have been presented and removed or covered. Visual stimuli might include colors, shapes, numerals, letters, or patterns.

(4) **OBJECTIVE: The student determines likenesses and differences in visual stimuli.**

Explanation: The student distinguishes likenesses and differences by comparing visual stimuli. Demonstrations of visual discrimination include activities such as matching identical colors; sorting objects on the basis of color; matching identical pictures; selecting the picture that is different; matching identical shapes; sorting objects on the basis of shape; assembling simple puzzles; matching objects of identical sizes; sorting objects on the basis of size; and matching identical symbols (numerals, letters, and words).

(5) **OBJECTIVE: The student remembers auditory stimuli.**

Explanation: The student recalls, after a brief lapse of time, stimuli presented auditorily. (The "brief lapse of time" will vary depending upon the activity.) Stimuli might include sounds made by animals, people, or objects and sound patterns. Demonstrations of auditory memory include activities such as repeating sounds made by animals, objects and people; repeating rhythmic sequences; counting from 1 to 10 by rote; and repeating nursery rhymes, fingerplays, poems, and songs.

(6) **OBJECTIVE: The student determines likenesses and differences in auditory stimuli.**

Explanation: The student distinguishes likenesses and differences by comparing sounds. Demonstrations of auditory discrimination include activities such as matching sounds made by objects, animals, or people, matching sounds according to rhythmic pattern, pitch (high-low), or volume (loud-soft); recognizing words that sound the same (for example, "dog", and "dog") and words that sound different (for example, "dog" and "doll"); matching words that rhyme (for example, "cat," "bat," and "mat"); and matching sounds at the beginning of words (for example, "boy," "ball," and "book").

(7) **OBJECTIVE: The student communicates with others by using expressive language.**

Explanation: The student communicates with others by using a simple oral vocabulary and by expressing ideas with an expanding oral vocabulary. Vocabulary development may inlcude naming such things as colors, parts of the body, people, animals, foods, objects, sounds, days of the week, seasons, occupations, letters, numerals, coins, and textures. Demonstrations of expression of ideas include activities such as initiating verbal communication with others, relating personal experiences to classroom activities, and dictating personal experiences for teacher's recording in a written form.

(8) **OBJECTIVE: The student is receptive of language in communicating with others.**

Explanation: The student communicates with others by listening attentively and by utilizing the information presented. Demonstrations of receptive language include activities such as listening and responding to the conversations of others; listening to and making comments about a selection read; and listening to and following directions.

(9) **OBJECTIVE: The student expresses an interest in language.**

Explanation: The student seeks out information or initiates actions related to words or books. Demonstrations of an interest in language include behaviors such as asking the meaning of words; asking to have a story read; looking at pictures in books; and sharing books with the class.

(10) **OBJECTIVE: The student classifies stimuli on the basis of one or more attribute(s).**

Explanation: In order to be able to classify, the student must first recognize similarities in stimuli (such as objects) with respect to some attribute or characteristic (such as size). The student must then group the stimuli according to one or more attribute(s). Demonstrations of classification include activities such as classifying objects according to color, size, or shape and classifying by functions and/or relationships such things as objects, foods, animals, or people.

(11) **OBJECTIVE: The student compares stimuli on the basis of one or more attribute(s).**

Explanation: In order to be able to compare, the student must first recognize similarities and differences in stimuli (such as objects) with respect to some attribute or characteristic (such as size). The student must then compare the stimuli according to one or more attribute(s). Demonstrations of comparison include activities such as comparing two groups of objects using the terms more than, less than, or same as; comparing two objects according to length, height, weight, size, shape, or distance; comparing opposites or positions (for example, behind/in front of, between/beside, above/below).

(12) **OBJECTIVE: The student sequences stimuli on the basis of one or more attribute(s).**

Explanation: In order to be able to sequence, the student must first recognize differneces in stimuli (such as objects) with respect to some attribute or characteristic (such as size). The student must then order the stimuli according to one or more attribute(s). Demonstrations of sequencing include activities such as counting up to ten objects; ordering objects according to length, height, weight, or size; identifying the correct object to complete the pattern; completing an incomplete pattern or picture; retelling a short story in sequential order; arranging in correct order three pictures; and stating the sequential steps involved after completing a three-step activity.

(13) **OBJECTIVE: The student begins to understand the concept of conservation of number.**

Explanation: The student recognizes that a group has the same number of objects regardless of the arrangement of the objects. Demonstrations of conservation of number involves the teacher presenting the student with five to ten objects and asking the student to count the objects. After the student counts the number of objects correctly, the teacher rearranges the objects and asks, "How many objects are there?" A student who responds, without recounting, that the number of objects is the same understands conservation of number.

(14) **OBJECTIVE: The student interprets and infers on the basis of oral or illustrative selections.**

Explanation: The student demonstrates understanding of selections, for example; stories presented orally or in picture form by interpreting or making inferences on the basis of the selection. The student interprets selections by summarizing what has been seen or heard. The student makes inferences by going beyond the content of the selection. Demonstrations of interpretation and inference include activities such as listening to a selection, expressing the main idea, and making inferences; supplying a logical ending to a story after being presented with only two-thirds of the story; supplying appropriate answer(s) to questions on the basis of context clues; and making up a story about a picture.

(15) **OBJECTIVE: The student controls emotions or expresses them in a socially acceptable manner.**

Explanation: The student exhibits the ability to control and express emotions by appropriate use of words or actions. Demonstrations of self-control include behaviors such as expressing feelings or needs in a controlled and constructive manner; accepting socially imposed limits; and adjusting to changes in routine.

(16) **OBJECTIVE: The student displays a positive attitude toward self.**

Explanation: The student exhibits a positive self-concept through favorable actions and words concerning self. Demonstrations of positive self-concept include behaviors such as taking finished work home; asking to have work displayed; showing work to others; working independently and asking for help from others when needed; completing task, tidying up after self; taking responsibility for personal belongings; and developing independent personal hygiene habits.

(17) **OBJECTIVE: The student displays a positive attitude toward school.**

Explanation: The student exhibits a positive feeling about school through favorable actions and words concerning school. Demonstrations of a positive attitude toward school include behaviors such as using materials correctly and participating voluntarily in a wide variety of classroom activities.

(18) **OBJECTIVE: The student interacts with others in a socially acceptable manner.**

Explanation: The student cooperates with others by being considerate of and sensitive to their needs. Demonstrations of appropriate school interaction include behaviors such as sharing materials; listening to ideas and opinions; respecting the property of others; and reacting positively toward the achievements of others.